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ABSTRACT

This report describes the organizational plan of Los Angeles Mission College (LAMC). LAMC has chosen a structure stemming from the cluster concept, involving semi-autonomous clusters, each small in size. These characteristics enhance student-faculty-administrator relations and permit each instructional unit to participate directly in its own evolution. At the same time, some services are centrally provided, thereby reducing costs by eliminating unnecessary duplication. LAMC's clusters will contain approximately 1,000 FTE students and 30 FTE faculty, organized around instructional programs, yet as educationally comprehensive as possible. Each cluster will have its own student government, with student activities emanating from the cluster. LAMC is functionally organized in three tiers: the office of the president, the office of the dean of the college, and the clusters. Policy formulation and implementation flow through a system of councils (administrative, academic, and student) and the three-tier structure. The LAMC plan is compared in detail to those at five other cluster community colleges in California. Organization charts, curricula, administrative salaries, and other statistical comparisons for the five colleges are presented in appendices. (Author/JDS)

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LOS ANGELES MISSION COLLEGE

Cluster Report 1976

JC 760 517

THE CLUSTER CONCEPT AT

LOS ANGELES MISSION COLLEGE

JUNE, 1976

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THE CLUSTER CONCEPT AT

LOS ANGELES MISSION COLLEGE

-ABSTRACT-

This report contains the organizational plan of Los Angeles Mission College (LAMC) and much of the research which helped to develop it.

The organizational structure follows from the belief that education should be continuing, relevant and humanistic. Humanism is a most difficult feature for an organization to establish and retain. It is maximally possible where the environment is personalized. For this reason LAMC has chosen a structure stemming from the cluster college concept, an organizational form as old as higher education itself, and currently receiving much attention in the community college movement. This concept involves several semi-autonomous "clusters" residing within a college, each of which is of small size. These characteristics enhance student-faculty-administrator relations and permit each instructional unit to participate directly in its own evolution. At the same time, some services are provided centrally, primarily to reduce costs by eliminating unnecessary duplication. However, this centralization allows the small clusters to enjoy such items as library and health services of a quantity and quality

usually available only at large institutions.

LAMC's organizational plan calls for clusters containing approximately 1000 full time equivalent (FTE) students and 30 FTE faculty. Each is organized around instructional programs that have a similar emphasis, encouraging interdisciplinary development. Clusters are as educationally comprehensive as possible, and each offers general education curriculum such that students will take the vast majority of their courses in the cluster of their major. Both career vocational and transfer programs are offered in each cluster, promoting non-traditional program development. Counselors are assigned to clusters so that they are close to students and participate in cluster operations so that instruction and counseling activities can be more effectively integrated. LAMC is presently operating with two clusters, organized as follows:

CLUSTER A	CLUSTER B
American Cultural Studies	Accounting
Art	Biological Sciences
Child Development	Business
Education Aide	Business Administration
Humanities	Child Mental Health
Journalism	Consumer Education and Home Management
Music	Environmental Science
Psychology	Mathematics
Public Service	Physical Education
Social Sciences	Physical Science
Spanish	Secretarial Science
Speech	Supervision
Theater Arts	

General education is offered in each cluster

New clusters will be formed consistent with the growth of the student body.

To promote efficiency and reduce costs, some instructional support programs are centralized. Most significant is the Learning Resource Center, including the library, multi-media facilities, and technical support.

Further support for the personalization of the collegiate experience comes from locating most of student life in the cluster. Each cluster will have its own student government which will not only plan student activities but also provide representation on various cluster committees. To comply with District policy, a student body president, vice president, and treasurer are selected college wide to represent the college in inter-collegiate events and to participate in the student body budget process. Student and co-curricular activities eminate from the cluster. Student services (as opposed to student activities) are administered centrally. Such functions as financial aids, veterans affairs, Extended Opportunity Programs and Services (EOP&S), health, placement and career guidance are the responsibility of the assistant dean for student services.

Functionally, the college is arrayed in three administrative tiers: The office of the president, the office of the dean of the college, and the clusters.

The Office of the President includes not only the president but also the assistant dean of educational services, the assistant dean of college development, the public information officer and the office of college safety and police services. The president is the College's educational leader, responsible for institutional goals and objectives and the guidelines for achieving them through the College's programs and services. The president represents the college to the District, the State, the Federal Government and other agencies and persons outside of the college. The president is the chief spokesman for the college to the community and has primary responsibility for obtaining and evaluating input from the community.

The assistant dean of educational services is responsible for all student and fiscal record-keeping for the college, and for the planning, operation and maintenance of facilities. The assistant dean of college development develops proposals for special funded projects, performs research on the college, develops long-range plans, and organizes programs for staff development.

The Dean of the College reports to the president and has primary responsibility for coordinating and integrating both the College's instructional and student service programs.

Specifically the dean oversees:

1. curriculum development and evaluation,
2. staffing -- recruitment, selection, evaluation,
3. counseling services,
4. instructional budget development,
5. student body finances,
6. outreach programs,
7. inter-cluster services and coordination,
8. all publications relating to instruction and student services.

Assisting the dean are two assistant deans and four coordinators. The assistant dean of instructional services is responsible for the outreach and community service programs. The assistant dean of student services is responsible for the supervision of the previously mentioned centralized student services. Each of the coordinators has an area of responsibility: Instruction (development of the catalog, coordination of schedules, maintenance of instructional records), learning resources, vocational education, and student activities.

The clusters form the third tier. Each cluster is headed by a cluster chairperson, who reports to the dean. The chairperson is a faculty member appointed to the post for two years by the president, on the recommendation of a committee of faculty and administrators. The chairperson

receives 4/5 released time to assist the Dean with cluster operations, including

1. preparation of class schedules,
2. curriculum development,
3. development of the cluster budget,
4. selection and evaluation of faculty,
5. coordinator of day and extended day programs, and
6. development of counseling services and student activities.

The heart of the cluster is, of course, the faculty. Each cluster will have a cluster council through which issues of importance will be discussed.

Policy formulation and implementation flow through a system of councils and the three tier structure. Policy issues can be introduced in all college councils. If of college wide significance, they are forwarded to the Executive Council which is composed of faculty and student representatives from each of the clusters, and representatives of the classified staff and the administration. It is chaired by the president. This Council discusses the issues and advises the president on appropriate policy measures. The president makes the final policy decision.

Once policy is established, it is implemented by the president, assisted by the Administrative Council consisting

of the dean and all of the assistant deans. On particular matters such as curriculum, further assistance is provided by college and cluster committees which specialize in these matters.

As in most community colleges, the Academic Senate, the Associated Student Body Council and the Classified Association Council function to consider issues of importance to their members and advise the president as to their concerns.

The LAMC organizational plan is the product of extensive effort, especially on the part of the administrators and faculty. The plan follows from informal discussions, committee work, a retreat, site visits, and the efforts of a research consultant. It is informed by the revealed preferences of the major constituencies of the College, by the heritage of the cluster college concept, and by the experience of five California community colleges that have implemented cluster type structures. The plan is thoughtful and full of hope--appropriate for a new college seeking a better way.

THE CLUSTER CONCEPT AT LOS ANGELES MISSION COLLEGE

I. Introduction

The American community college finds its origins in both secondary schools and four year colleges and universities. First launched after the turn of the century, the "junior college" (as it was first known) was seen as an extension of high school, featuring occupational studies and some of the courses offered in the lower division of four-year colleges. At that time, the image of the junior college lay close to that of secondary schools. The faculty was usually composed of high school instructors; the colleges were often housed in high school facilities, and they were governed by joint secondary school/junior college districts under boards of education. Thus, it comes as no surprise that the organizational structures of early two-year colleges were very similar to those of secondary schools.

As the junior college movement matured, and particularly during the period of dramatic expansion following World War II, individual institutions adopted an increasing number of features found in four-year colleges. Faculty were required to have more advanced academic training, relatively expansive campuses replaced modest classroom buildings, and larger, independent districts were established headed, typically, by

boards of trustees rather than boards of education. During this period, many organizational elements familiar to senior college first appeared. Faculty senates, instructional departments and/or divisions, each with a faculty member as head, faculty and faculty/administration standing committees, administrative offices organized around instruction, student personnel, and business--all of these developed in community colleges across the country and are fully evident today. In addition, the program scope increased to incorporate a broad array of student and community services. As the breadth of program evolved, the name of "junior college" was replaced by "community college," reflecting more accurately the comprehensive community-based operation that had emerged.

About ten years ago, having established themselves as a vital and permanent institution in the system of American education, community colleges began experimenting with new forms of organization. Colleges attempted to develop new organizational structures which suited the peculiarities of the open-door college. Among the new structural forms, the one most frequently instituted has been the cluster college.

While its origins are as old as higher education itself, adaptations of the cluster concept appeared to provide a very hopeful means of dealing with the new problems acquired by community colleges in the 1950's and 1960's, as their

enrollments became increasingly large, the populations they served became increasingly diverse, the mix of instructional programs they offered became increasingly complex, and the financial resources available to them became increasingly scarce.

It was into this environment that Los Angeles Mission College was born. Established by the Board of Trustees of the Los Angeles Community College District in July, 1974, after a year of research and evaluation, Mission College was designed to serve the North San Fernando Valley including the communities of Chatsworth, Granada Hills, Northridge, Pacoima-Arleta, Panorama City, San Fernando-Mission Hills, Sepulveda, Sunland, Sun Valley, Sylmar-Lakeview Terrace, and Tujunga. Formal planning for the college took place during the summer, fall, and winter of 1974. Los Angeles Mission College held its first classes beginning with the Spring of 1975.

During the course of the feasibility study and the planning period, various organizational alternatives for the new college were examined. This exploration ended with the conclusion that some form of the cluster structure should be employed at the new institution.

By the second semester faculty had been placed in two interim operating clusters, each with an administrative head.

About the same time, a major effort was launched to research the cluster concept further and devise a permanent organizational plan for the College. In September a research consultant was hired and engaged in a search of the cluster literature, discussions with faculty and administrators, and visits to California community colleges using the cluster concept. In November most of the college staff visited Cypress College, a school with some cluster features. The staff met in sub-committees to discuss specific structural issues and attended a retreat to give expression to concerns and consider possible courses of action. Other cluster colleges were visited and meetings were held to review findings and explore options. By February, after a thorough review of accumulated cluster information and discussions with Mission College and District staffs, the organizational plan was released.

The publication of the plan was not an end in itself, but another important milestone in the development of Los Angeles Mission College. Since its release a committee of faculty and administrators has been meeting to continue the development and interpretation of the plan in the context of the needs of Mission College and the communities which it serves.

The purpose of this report is two-fold. First, it will explore the cluster concept to understand its history, its

purposes, and some of its contemporary interpretation. Second, it will present the Los Angeles Mission College cluster organization.

II. The Cluster Concept

The term "cluster college" is somewhat ambiguous. At different times it has addressed different problems and, particularly in recent history, it has represented very different structural arrangements, all existing at the same time. It can be said, however, that the cluster college is fundamentally an arrangement where semi-autonomous units exist within a greater organization. In this report the semi-autonomous units will be called "clusters" and the larger organization in which the clusters exist will be referred to as the "college."

A Solution to the Problem of Many Ages

The cluster concept has appeared sporadically over a period of many centuries. With each appearance it has addressed a major difficulty of the times.

It is said to have first emerged with the establishment of Oxford and Cambridge in the 13th century (Gaff, 1970 p.3). At that time the clusters were small, totally independent collections of professors and their subscribing students who banded together within a walled compound or college. The

associations of clusters were loose. The clusters typically did not share facilities or professors, and the students were not encouraged to commingle to any great degree (Haskins, 1923 pp. 3-36). What drew these early clusters together was the need for protection. Not infrequently "town-gown" disputes erupted, and the compound in which the clusters resided served as a fortress to which students and professors alike could retreat if necessary.

The college provided economic protection for its members as well. They were commonly dependent upon the town for housing, food and other services. As individual small clusters they exerted little influence on the cost or quality of these goods and services, but as a college they could exercise sanctions and at least protect themselves from being severely overcharged or underserved. These colleges of independent interests were a not uncommon occurrence in Europe as long as higher education emphasized the individual mentor and his following, in communities that were hostile to the presence of higher learning. While colleges which were originally clustered often maintained that structure, new colleges looked to other organizational forms as the primacy of the individual mentor and the hostility of the environment declined.

The appearance of the first cluster college in America

is a surprisingly recent event. In 1925, the Claremont Colleges (Claremont, California) commenced the development of a federation of small liberal arts institutions, each independently seeking excellence, but none of them of sufficient size to permit independence (Gaff, 1970 p.215). The cluster concept was the means for providing some services to students which could usually be provided by only very sizable institutions, while maintaining separate governance structures, student bodies, facilities, faculty, curricular specialties, and, thus, public images.

This was obtained by creating a binding entity, the Claremont University Center. Through it the burden for some key services was shared and a flow of students between clusters was permitted. Thus, the library, security, business and health services of the Claremont Colleges are financially supported by each of the now five clusters*. A formula is used to determine the amount each cluster is assessed. The evidence suggests (Gaff, 1970 pp. 200-215) that each cluster receives services in amount and quality that could not be achieved if each sought them independently.

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*They are: Scripps College, Claremont Men's College, Pomona College, Harvey Mudd College, and Pitzer College. Claremont Graduate School is an educational entity of the Claremont University Center and operates across the five clusters.

Students in any of the cooperating schools are permitted, through specified exchange agreements, to take classes in any of the clusters. These arrangements not only allow students a broader academic environment in which to explore but make more efficient use of the specialized faculty and facilities which reside in the individual clusters.

The Claremont Colleges, each with their independent Boards of Trustees, have used the cluster concept to develop very different schools, maintain a reputation for excellence, and survive fiscally for over fifty years.

There has never been a strong movement to develop cluster colleges in the United States. However, the concept has enjoyed the continued interest of innovative policy makers and administrators since the 1920's. In places like the Atlanta University Center of Higher Education (Georgia) the concept evolved through the 1930's and 1940's. By the 1950's four-year colleges across the country had studied clustering and were laying plans for experimentation with this mode.

Thus, it was that in the early 1960's a number of new schools opened which emerged from the cluster tradition but were importantly different from what had gone before. These schools were not motivated by a need for protection nor the consideration of economic efficiency. They appeared as a

reaction to the impersonality associated with the increasing size of institutions of higher learning and a burgeoning concern for offering a relevant-to-students collegiate experience:

> Disturbances since those at Berkeley in 1964-65 have caused many within and without the higher education community to wonder if the large university is manageable and how well, with its depersonalization and bureaucratization, it can continue as a constructive force in today's society (SREB, 1971 p.1).

> This concept (cluster colleges) is based on a belief in alternatives, that there is no one single best approach to learning for all students. It assumes, rather, that the diversity of learners requires a diversity in program structure (Weinstock, 1973 p.27).

No longer were independent clusters brought together into one larger structure, but instead separate clusters were created at what were or would have been monolithic colleges. The University of California at Santa Cruz represents one approach. It was organized as a collection of small schools, each with its own facility, provost, faculty, curricular specialty, and learning style.

More typically small independent units were split off from what had previously been large, centralized institutions. Examples abound. New college was created within the Hofstra (a campus of New York University); Morrill, Briggs and Madison Colleges within Michigan State University; New

Division within Nassen College (Maine); Raymond College within the University of the Pacific (California); the Third College within the University of California at San Diego; and Livingston College within Rutgers University (New Jersey).* In each of these cases an autonomous cluster was established in separate facilities with interested faculty and administrators. The cluster staff set independent admission criteria for students, developed the instructional program, and sought distinction through new learning approaches such as "living-learning" residential arrangements and experimental grading systems

Whether at Santa Cruz or Rutgers, the creation of clustered campuses reflects the current interest in achieving more personal environments in higher education. It is an attempt to counter the trend to ever larger, more estranging institutions. The primary intended beneficiary is, of course, the student body. However, faculty and other college staff have been able, within the smaller context, to try their own new approaches. In many cases successful experimentation in one cluster has led to significant change across the entire college.

The results of the implementation of the cluster concept has been observed closely by those who recommend policy at

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*See Appendix 1 for a more complete listing as of 1970.

the highest levels. In 1971 the Carnegie Commission on Higher Education stated:

> The Commission recommends that universities, colleges and state planning agencies carefully study and adopt plans for the development of cluster colleges.
> (CC, 1971 p.89, emphasis in the original)

Similarly, the Scranton Commission on Campus Unrest concluded:

> Very large universities should seriously consider decentralization of their current sites...The idea of cluster colleges -- small units whose definition of purpose is shared by students and faculty members with common interests -- seems particularly promising. (SREB, 1971 p.4)

These developments did not go unheeded by the community college movement. In the mid-1960's, the planning for the first clustered community colleges got underway in Illinois, first at DuPage College and later at Morraine Valley College. Since that time clustered community colleges have appeared throughout the nation. California, traditionally at the forefront of developments in the community college sphere, currently has more colleges operating in this mode than any other state.

Therefore, throughout the history of the cluster college, it has, in different times, served different causes. Today, its major use is the promotion of decentralized collegiate environments, where contact between students and college staff is enhanced. The theory -- the hope -- is that more intimate environments better promote the interests of all college constituents.

Five California Cluster Community Colleges

Five community colleges in California have, to various extents, employed the cluster concept. Their experience, most of which has not yet been formally documented, is the most directly pertinent information available on this type of structure.

Cypress College is located in the community of Cypress in Orange County, south of Los Angeles. The makeup of this area is primarily middle/upper middle class, and the population is mostly Anglo with relatively small Mexican-American and Black communities. The economic base of the area is high technology and heavy industry.

The College was created as the second college in the North Orange County Community College District in 1966. This came about in response to overcrowding at the initial college caused by the rapidly increasing population of Orange County. The college opened in relocatable facilities on the permanent site in the Fall of 1966 after a remarkable 74 day site preparation race -- at the time it was referred to as the "instant college."

A more important term coined at Cypress is "House Plan." This is the name given to their version of the cluster concept. Dr. Daniel Walker, first President of Cypress explains the motivations behind it:

> We move from the assumption that bigness, while having the possible advantages of economy and efficiency, is at the same time stifling, oppressive, and threatening. It suffocates the goals of individualized, personal attention for students and vitiates against effective learning by tending to make it stereotyped, unmanageable, and impersonal. At Cypress we are planning to introduce the House Plan as another attempt to make learning at the mega-locampus more meaningful, more individualized, more challenging, more rewarding, and basically, more personal. (Cypress, 1968).

The Cypress College philosophy "supports the concept of diversified education" (Cypress, 1975-k p.38). This instructional emphasis and the concern for personalization were both promoted by the House Plan, which commenced implementation in the early 1970's. It is a system of eight "houses," each emphasizing an area of study, e.g., fine arts, business, science, humanities. Many of the college's facilities, services, and functions are decentralized. "Among these are student government, student activities, intramural athletics, counseling, food services, study areas, faculty offices, lounge areas and exhibits and displays." (Cypress, 1975-k p.42).

Each student, upon acceptance to the College, is assigned to a House based on his major. If the major is undeclared, the student is assigned with the aim of equalizing the student load among the Houses. The intention is to have the students take most of their classes in the appointed House and thus form friendships and identify with these smaller units. Some

classes must be taken in other than the assigned House, since general education courses (e.g., English, math) are offered only in the House which serves that particular subject area.

For policy implementation purposes each House is labeled a division and headed by a presidentially appointed chairperson. Chairpersons have wide ranging responsibilities for the operations of the House, including budget development, curriculum development, class scheduling, and faculty evaluation. The chairperson is selected from the faculty of the House (division), is given 4/5 release time to carry out the duties of the office, and reports to the Dean of Instruction (see the table of organization in Appendix 2). Each House also has a "House Advisor" who is responsible for promoting and supervising student activities within the House. The House Advisor receives 1/5 release time and reports to the Dean of Student Personnel Services through the Associate Dean for Student Activities. At the college level a Dean of Business and Facilities completes the complement of senior administrators reporting to the President.

Much of the business of and policy development for the College is conducted through an elaborate set of 27 standing committees, most of which include representatives of students, faculty, classified staff and the administration. These committees forward suggestions for changes in College rules

to the President. The President makes the final decision.

The facilities at Cypress, which are near completion, reflect the House concept. The eight clusters, each with a capacity for 1200-1500 day students, are housed separately in multistory buildings which encircle the learning resources center, auditorium, and exhibit area. They are joined together by a raised plaza which permits foot travel, casual conversation, and an aerial view of much of the campus.

The Cypress model emphasizes decentralization of the delivery of services to students. Each House offers a particular curriculum, a counselor, student activities, student government and food. Not all services flow through the House (e.g., the library, campus security) but a good many do. From either the policy development or implementation perspective, however, Cypress is quite conventional. The deployment of administrative staff, the organization of faculty within subject area divisions, and the formal committee structure are all familiar features of community college governance.

Evergreen Valley College

In the foothills south of San Jose, Evergreen Valley College commenced operations in the Fall of 1975 with a capacity for 2000 students. Evergreen is the second campus

in the San Jose Community College District. It was created to eliminate overcrowding at the original campus and in the anticipation of continued rapid population growth in the southern portion of the District. The population of the area is lower/middle middle class, primarily Anglo and Mexican-American. The economic base is heavy industrial, commercial, and agricultural.

Eventually, the campus will serve 10,000 day students in five clusters of 2000 each. Each cluster consists of four "centers," each serving approximately 500 students. Each cluster represents a major field of study, e.g., physical science, biological science. Each center addresses a career specialty within the field, e.g., electronics, nursing, and also contains general education curriculum. All students have a home center, but they are free to take courses throughout the College.

Each center is headed by a center coordinator who is selected from among the faculty of the center by a process determined within the cluster. The center coordinator performs the requisite duties with 1/5 release time. The cluster, in turn, is headed by a full time Provost, appointed by the President. The screening committee which forwards names for final provost selection includes faculty, students, and administrators. Each provost is assisted by a classified

administrative assistant. The forum for cluster governance is the "coordinating committee" comprised of the provost, the center coordinators, and student and classified representatives. The precise make-up of this committee is determined by cluster by-laws, developed independently by each cluster. In practice, most operating decisions have been made at the cluster level; however, the president, together with the provosts and others involved have met when necessary to discuss issues and coordinate action which affects more than one cluster.

In addition to the provosts, the director of innovation and education services reports to the president. This director has a small staff of specialists to assist with the coordination of learning resources, counseling, health services and some student activities. To some degree all of these functions reside in the clusters -- the function of the centralized staff is to assist and coordinate when called upon. The president also has some "aides" at his service who specialize in public relations, vocational-technical programs, continuing education-community services, and managerial services.

President Strelitz explains the reasoning behind the structure:

> Numerous factors influenced the decision to adopt the cluster format for Evergreen Valley College. It was agreed the primary function of the College

> will be to serve students and this can best be accomplished by organizing smaller, relatively independent units to provide a home base for students. Here they will have the opportunity to get acquainted with other students and with instructors, since faculty will be housed within the smaller unit or center where students will be taking most of their classes. The center will also encourage participation in its particular activities, reduce alienation, and foster institutional identification. Clusters will enable people and programs to come together because of shared interests, life styles and career interests. (Evergreen, 1975-d p.4).

Evergreen's structure takes a significant step in the direction of decentralization and cluster autonomy. The center is the smallest instructional unit promoted by any of California's cluster community colleges. The cluster is a reasonably self-contained unit with its own independent governance systems, cafeteria, student activities, counselors, and study areas. Some of the centralized staff are clearly support for the clusters, there to provide expertise and supplementary resources. For legal and economic reasons, some functions and facilities are centralized: The library, community services, administration, campus security, and admissions and records are examples. It is too early to assess the strengths of this structure. However, its planning has been thorough.

Indian Valley Colleges

Established in 1970, as the second college in the Marin Community College District, Indian Valley Colleges operated

out of an elementary school, a middle school, a high school, and an Air Force base before occupying its permanent site in a canyon above Novato in July, 1975. The Colleges serve the northern part of Marin County, a generally well-to-do residential area.

The name of the institution uses the plural form of the word college, and this is very much consistent with its organizational plan. Indian Valley Colleges is probably the most decentralized community college in the United States today -- in a real sense it is the archetypal cluster college. The motivations for developing this sort of college should, in part, sound a familiar ring:

> The idea of a new college with alternative education experiences was proposed during the turmoil of the 60's. Students and educators agreed that the massive institutions with their highly specialized courses was not what was needed now. What was needed was a human sized college with a staff who wanted to teach people, not course fragments. Thus a curriculum was developed that would help students bring knowledge together into a coherent whole. (Indian Valley, 1975-g p.49).

Each of the three (colleges) clusters serves a branch of knowledge: Social and Behavioral Science, Arts and Humanities, the Natural and Physical Environment. Each cluster is home for the 20 faculty and 800 day students associated with the particular curricular specialty. While students can attend classes outside of their cluster and faculty can arrange to

teach in other clusters, both are urged to spend the bulk of their time in the home unit. General education courses are offered in each cluster. Each cluster is housed in a facility separated from the others by forest and a creek. Within each cluster facility is a learning center, a counseling office, a cafeteria, faculty offices, student body government offices (student government and activities are decentralized), a student lounge, and an administrative center.

The governance of Indian Valley also reflects separateness -- autonomy. It is also very heavily democratic. Each cluster has a council with representatives of faculty, students and classified staff. This council and the committees formed by it are the means by which decisions are made for just about every facet of cluster operations. A cluster coordinator is selected to be the chief administrator of the cluster. The task is performed on 4/5 release time. This person is selected from among the faculty of the cluster by procedures and for a term of office dictated by the by-laws of the individual cluster. Each cluster independently develops its by-laws. The cluster itself thus chooses its own representatives, develops its own curricular mix, hires its own faculty and other staff, develops and allocates its own budget and so on. The centralized staff are, for the most part, resource people for the clusters.

It is frequently necessary to develop college wide policy and coordinate the efforts of the clusters. This is done by the Indian Valley Colleges Council (IVCC), composed of the president, the three cluster coordinators, and faculty, student and classified representatives from each cluster. The IVCC serves also as a clearing house for new concerns and ideas. Decisions of the IVCC become college policy. Should the IVCC reach a conclusion which the president will not support, both positions are forwarded to the District Board of Trustees for final resolution*. This decision making system places the president in a curious position because "there is a wide recognition that although the college operates in a decentralized governance system and that decision making is widely shared, the president remains totally responsible for the operation of the college." (Indian Valley, 1975-b p.48).

The centralized facilities are few: Some administrative offices, the library and the duplicating equipment. The centralized staff is likewise minimal. In addition to the president are certificated coordinators of student services, continuing education, and research evaluation and development, and classified public information, business, and maintenance officers.

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*In five years of operation this has occurred only on rare occasions.

Indian Valley Colleges is a small school and it is intended to remain small. Nonetheless, the structural complex being implemented there is receiving wide attention, and the impact this enterprise will have on the organization of future community colleges is likely to be considerable.

Los Medanos College

As pure as Indian Valley is in its interpretation of the autonomous cluster model, Los Medanos College is unconventional. This school opened its doors for the spring semester of 1974. It is the third campus within the Contra Costa Community College District, and is located in the eastern portion of the county, near the community of Pittsburg. The area it serves includes substantial Black and Mexican-American communities, though the majority of the population is Anglo. The economic base of the area is industrial and agricultural.

Los Medanos does not emphasize decentralization in the instructional arena. The College "accepts the premise of the unity of knowledge and will therefore offer general education as a core for lifelong learning and as a base upon which to build specialization." (Los Medanos, 1975, p.12). Students are thus not assigned to a sub-unit with which they are encouraged to identify, but rather they are all subject to a

mandatory series of modular general education courses from which they pursue their specialty.

The faculty is for administrative purposes, however, divided into four subject area groups: Humanistic Studies and Related Occupations; Behavioral Science and Related Occupations; Social and Economic Science and Related Occupations; and Natural Science and Related Occupations. Each is headed by a Dean. Each Dean is also responsible for some centralized college functions which relate to the subject area. Thus, for example, the Community Services function and staff report to the Dean of Humanistic Studies, and Financial Aids is in the purview of the Dean of Social and Economic Science.

Completely separate from the administrative, or "policy implementation" arrangement is a network of "advisory clusters" and an Educational Policy Committee which generate "policy input." All faculty and administration and representatives from the student body constitute the membership of the clusters. These clusters--which currently number 6, with about 16 faculty members, 1-2 administrators and 2-3 students in each--are composed so as to present a balance of perspectives by subject area, race, and sex and are reformulated every year. They meet as often as once per week to raise and debate issues. They forward their views to the Educational

Policy Committee which consists of the president, two appointed administrators, and a faculty representative from each cluster. When warranted students or classified staff participate on the committee, or with ad hoc groups assigned to particular issues. The Educational Policy Committee recommends additions and changes in rules and regulations to the president, whose decision is final*. Once a policy decision has been made by the president, he and the four deans are responsible for implementation.

Besides the Deans, the president has reporting to him directors of learning resources, business services, and admissions and records. A unique staff position also reporting to the president is the professional development facilitator**. This function is responsible for the development of all college staff. It has access to the time of staff on a weekly basis and also manages the four college retreats held annually.

Los Medanos is housed in one large building which integrates all aspects of the college's operation. It is appropriate for, and symbolic of, the unusual way in which this institution seeks unity through creative decentralization.

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*In the 2 years that this system has been operating, the president has made two decisions which went counter to the recommendation of the committee.

**This position is linked to a Los Medanos faculty development program funded by the Kellog Foundation. Forty-five of Los Medanos' first 60 faculty members had essentially no teaching experience. This program is designed to hasten the pace of development of high potential inexperienced teachers.

San Joaquin Delta College

In the delta country on the Sacramento River near the city of Stockton is the new campus of San Joaquin Delta College. The College serves a truly dichotomous community, having its roots firmly in both commercial and agricultural bases. The population served by the San Joaquin Delta Community College District, of which Delta College is the only campus, is thirty percent minority, a large portion of which is Oriental.

The College, though established in 1935, moved into permanent facilities of its own design in the summer of 1973. Previous to its entry into the new facilities the College was organized divisionally. Delta is thus the only California community college to attempt to reorganize to a cluster model from a pre-existing structure:

> Through the development of a new campus, San Joaquin Delta College is seeking to re-personalize education by introducing the concept of instructional centers. Each of the centers will serve approximately 1,500 students in an atmosphere where instructors and students may meet to discuss topics interrelated with their subject area.
>
> The concept of the new campus places greater stress on decentralization so as to permit more contact with students. The center concept encourages student, faculty, and administrative interplay. (Delta, April 1, 1975 p.6).

The five (centers) clusters are established around curriculum, but feature very unconventional mixes of offerings.

Superintendent/President Joseph Blanchard noted that a major intent was to "integrate our College, or certainly desegregate the traditional college, by curriculum" (Delta-Blanchard, December 10, 1975). Noting that minority students gravitated to particular majors, curriculum in each cluster was selected to enhance the interaction of racial/ethnic groups. Thus, for example, one cluster houses agriculture, art, broadcasting, business, home economics, natural resources, photography and psychology, while another features technical/industrial education, music, electron microscopy and journalism. Each cluster is almost as self contained as those at Indian Valley, though they are not physically separated to the same degree. At Delta each cluster contains a small branch library, counseling offices, a snack bar, a student lounge and faculty offices.

Within the new facilities vestiges of the previous structure survive. When the shift to clusters took place, previously existing divisions were moved in their entirety into a cluster. The divisional structure still exists, that is each faculty member resides in a conventional subject area division within the cluster; each division has a division chairperson; the division chairpersons report to the dean of instruction. Note, however, that while most faculty teach exclusively in the cluster in which their division resides, those instructors who teach general education are formally in

the cluster of their division, but can teach in any of the clusters since general education is offered in all clusters.

Parallel to this instructional line is a student services organization. Each cluster has a council consisting of the resident division heads, two additional faculty members, 2 or 3 student representatives and a faculty chairperson. The chairperson is appointed by the president from three nominees forwarded by the cluster council, serves for 3 years, is given 5/10 release time to perform required duties, and receives a modest administrative salary increment. The cluster chairperson is responsible for the 3 counselors in each cluster, the cluster student government, cluster student activities, chairing the cluster council (which meets at least once per month) and in general resolving student problems as expeditiously as possible. The cluster chairpersons report to the dean of student personnel, but when issues arise requiring immediate top level attention they have direct access to the President/Superintendent.

The second level of administration at Delta consists of deans of instruction, student personnel, and support services, and the assistant superintendent, business, acts as the school's business officer. The offices for these positions are located in a central building, which, with the main library and a "Forum Building" (of large lecture halls) are surrounded by

the structures containing the clusters.

Delta is an interesting mixture of the traditional and the unconventional. Retaining the divisional structure and a standard set of deanships, it superimposes the cluster structure for the macro organization of curriculum and for the administration of student personnel services. Once again one can note the remarkable flexibility of the cluster concept.

Comparing the Five Cluster Colleges

Having introduced the major elements of five schools, it is now useful to look across them for interesting similarities and differences. From this analysis should emerge some of the wisdom of those who have addressed themselves to the design of cluster structures in community colleges.

In doing this, however, it is important to be aware that the cluster form in these schools is, with the exception of Cypress College, still in the early implementation phase. At Evergreen, Indian Valley and Delta, the facilities to house some of the clusters are still incomplete. Even Cypress, one of the first cluster type community colleges in the country, has had the largest part of its structure operating for less than four years. As a result, there is little in the way of meaningful institutional self-studies (let alone outside accreditation studies or other evaluations) to draw upon.

Reasonably careful and objective assessments of the operational strengths and weaknesses of these structures will simply not be possible for several years to come.

Nonetheless, there is much to be learned by examining structural patterns across these schools. The analysis will be organized by the two functions most directly served by clustering: 1) delivery of services, and 2) the development and implementation of policy. Table 1 offers the statistical information for this analysis.

Delivery of Services

There appears to be nothing significant in the number of clusters in each college. This figure varies from three to eight and indicates more the size of the student body of the school than the appropriateness of any particular number of units. The number of day students per cluster would seem to be a more meaningful number. Here, too, we find considerable variance, from 800 to 2000. Note, however, that even at 2000 the size of the unit is vastly smaller than the typical urban/suburban community college found in California today.

To discuss the pattern of decentralization, it is well to first define decentralization. The term "decentralized" will be used here to mean a situation where a decision making or delivery capacity has been lodged in each of the

TABLE 1

Comparison of Five California Colleges

FUNCTIONAL STRUCTURE

C - Centralized D - Decentralized

	CYPRESS	EVERGREEN	INDIAN VALLEY	LOS MEDANOS	DELTA
Date of Founding	1966	1972	1970	1970	1935
Date of Initial Decentralization	1968	1975	1975	1974	1973
Number of Institutional Clusters	8	2 Clusters now, 5 planned 6 Centers now, 20 planned	3	4	5
Number of Students per Cluster (Day)	1200 - 1500	2000/Cluster 500/Center	800	N.A.	1500 - 1800
Centralization/Decentralization of Functions					
1. Business	C	C	C	C	C
2. Admission & Records	C	C	C	C	C
3. Food Service	D	D	D	C	D
4. Maintenance	C	C	C	C	C
5. Audio-Visual	C	C	D	C	C
6. Duplicating	C	C	C	C	C
7. Library	C	C	C	C	C/D
8. Learning Resources	C	C/D	D	C	D
9. Community Services	C	C	C	C	C
10. Public Information	C	C	C	C	C
11. Student Government	D	D	D	C	D
12. Student Activities	D	C	D	C	D
13. Counseling	C/D	C/D	D	C	C/D
14. Placement	C	C	C	C	C
15. Financial Aids	C	C	C	C	C
16. Health Services	C	C	C	C	C
17. Security	C	C	C*	C	C
18. Voc-Tech Liaison	C	C	D	C	C
19. Book Store	C	C	C	C	C
20. Research	C	C	C	C	C
21. Continuing Education	C	C	C	D	C
22. Student Lounge Area	D	D	D	C	D
23. Faculty Offices	D	D	D	D	D
General Education in each Cluster?	No	Yes	Yes	No**	Yes
Mix Voc. & Transfer Curriculum in each Cluster?	Yes	Yes	Yes	Yes	Yes

* These services contracted for w/outside agency, by the college N.A.: Not applicable ** Every student must complete a general education core

clusters*. Given this definition, the display in Table 1 makes it immediately clear that most of the "nuts-and-bolts" administrative functions in a cluster community college are not decentralized. On the list of 23 common delivery/support functions, only Indian Valley has decentralized as many as nine of them. Put another way, 12 of the 23 are centralized on all of the campuses. These are:

Business
Admissions and Records
Maintenance
Duplicating
Community Services
Public Information
Placement
Financial Aids
Health Services
Security
Bookstore
Research

With the exception of community services and possibly research, the above list is economically inspired. It would be too costly to locate separate expertise and equipment for the above areas in every cluster. Furthermore, these functions typically do not bear heavily on the avowed goal of personalization which these colleges seek. With respect to community

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*In contrast, we do not mean that authority or capacity has been delegated down into one office in the organization, to be run for the whole institution from this one location. Thus, Los Medanos is not decentralized with regard to counseling, even though counseling is located under one of the subject area deans, because counseling for the whole campus is run from that office.

services, at least two of the schools (Evergreen and Indian Valley) are considering the decentralization of these capacities at some time in the future.

In another four cases, four out of the five schools operated in a centralized manner:

Audio Visual
Library
Vocational-Technical Liaison
Continuing Education

In the case of the audio-visual function, Indian Valley had the equipment budget to decentralize, but none of the others have even considered it. At Delta, branch libraries exist in addition to a main library. No other campus seriously considered this arrangement, and it should be noted that Delta has a contingency for converting the branches to classroom space. The vocational-technical liaison capacity is virtually mandated to exist at the college level by state reporting regulations. Indian Valley may soon centralize this activity. It is surprising that continuing education (mostly evening programs) is not usually decentralized as is the day instructional program. While on most of the campuses the clusters are involved with the continuing education program, there is an administrator located centrally who is in charge of its operations. Everyone of the schools which have this centralized arrangement are working on methods of

lodging the function in the clusters--as of the present, these methods have not been fully developed.

Looking at the other end of the spectrum, we find that student government and faculty offices are decentralized in all schools and food services and student lounges are decentralized in four out of the five. All of these factors are believed to contribute to the sense of intimacy being promoted by all of the schools in the sample.

This leaves three functions for which the pattern is neither dominantly centralized or decentralized: Learning resources, student activities, and counseling. The degree of decentralization of learning resources capacity is dependent upon how large a commitment to sophisticated hardware a school has made. Where that commitment is large, the function is centralized. The student activities area is one which will likely exhibit a decentralized pattern in the future because one of the two presently centralized colleges, Evergreen, is seriously considering lodging it in the clusters, though it does not do so currently. Counseling is a special element. At Cypress, Evergreen, and Delta the practicing counselors reside in the cluster but either are advised by or report to a person on the central staff. At Indian Valley the counselors are located in the cluster and report to the cluster head. The tendency appears to be in the direction of decentralizing the counseling function.

The analysis so far presented oversimplifies the nature of the structure important to the delivery of services. It does not deal with what is probably the most significant factor, the manner in which knowledge is presented. This is difficult to characterize in a quantifiable fashion (Appendix 3 may be of some assistance in achieving a qualitative sense, however). It is possible to point out that all of the colleges include both transfer and vocational programs in every cluster and that three out of the five present general education in every cluster. This is an attempt to provide groupings of disciplines which try (1) to present knowledge as more integrated than is the case where individual disciplines are emphasized, and (2) to bridge the gap between transfer and occupational studies.

In the delivery of services, then, it appears that the clustered schools centralize those items which for economic reasons are difficult to decentralize. They decentralize those items which bear most directly on creating personalized environments for students. Instructional groupings are so assembled as to present knowledge in a more integrated fashion including removing the common separation of transfer and occupational programs.

Development and Implementation of Policy

Turning to the governance structure of the five schools, it is well once again to clarify a key term -- governance. As

utilized in this report, governance pertains to the means (1) by which policy (the rules, regulations, and guidelines) of the college is developed, and (2) the variety of procedures by which it is implemented. The discussion of governance is complicated by the fact that policy development and implementation are handled differently within some of the colleges* we have studied. Table 2 offers an overview of some of the variety of governance structures.

Policy development involves some of the most interesting variations of college operations. At all of the colleges, except Cypress, all policy development passes through the clusters**. At Cypress the policy development responsibility is largely dispersed amongst 27 standing committees***. Each cluster has some form of chairperson. The cluster head at Evergreen is an administrator, while in all other cases, the leader is a faculty member. Where faculty members head the cluster, they do so for specific terms of office, usually two or three years. In two cases they are elected by their clusters, and in two cases they are appointed by presidents from nominees forwarded from clusters. At Evergreen, where an administrator

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*Most particularly, Los Medanos.

**It should be noted here again that at Los Medanos clusters relate to governance only and not to the instructional organization of the college.

***The Cypress cluster head is included in the discussion here because that office does play some role in development of policy, particularly on instructional matters.

TABLE 2

COMPARISON OF FIVE CALIFORNIA COMMUNITY COLLEGES

GOVERNANCE STRUCTURE

	CYPRESS	EVERGREEN	INDIAN VALLEY	LOS MEDANOS	DELTA
TITLE OF CLUSTER HEAD	Division Chairperson	Provost	College Coordinator	Dean/Cluster Chairperson	Division/Center Chairperson
METHOD OF CLUSTER HEAD SELECTION	Appointed	Appointed	Elected	Appointed/Elected	Appointed
CLUSTER HEAD TERM OF OFFICE	Variable	Pleasure of President	Varies by Cluster (2-3 yrs)	Pleasure of President/1 yr	Varies/3 yrs
CLUSTER HEAD RELEASED TIME	4/5	N. A.	4/5	N. A./None	Div. - 5/10-- Center -5/10
CLUSTER HEAD WORK WEEK (AVG. HRS.)	20 -- 30 Hrs.	55 Hrs.	50 -- 65 Hrs.	Dean -- 55/Cluster -- 45	Div. -- 40 -- Center -- 49
NO. OF POLICY DEVELOPMENT CLUSTERS	N. A.	2 (At Present)	3	6	12 Div's. (Instruction) 5 Centers (Student Personnel)
CONSTITUENCIES ON CLUSTER COUNCIL	N. A.	Admin., Faculty, Student	Admin., Faculty, Student & Classified	Admin., Faculty, Student	Admin. (Center Chairperson) Faculty, & Student
CONSTITUENCIES ON COLLEGE ASSEMBLY	Admin., Faculty, Student, & Classified	Ad Hoc In Nature	Admin., Faculty, Student & Classified	Admin. & Faculty	Admin.
NO. OF STANDING COMMITTEES	27	4 or 5 per Cluster	3 or 4 per Cluster	Approx. 9	14
NO. OF DEANS (OR EQUIV. ADMINISTRATORS)	3	3 (At Present)	None	4	4
NO. OF ASST./ASSOC. DEANS (OR EQUIV.)	4	None	None	None	3

NOTE: Los Medanos is implementationally clustered into subject area groupings headed by a Dean, and for policy development into advisory clusters headed by a faculty chairperson.

Delta has parallel structures, one for instruction (divisions), and another for student personnel (centers).

heads the cluster, there are four centers within the cluster, each headed by an elected faculty member. In the above information we see a strong tendency towards faculty participation in selection procedures, probably somewhat more so than is found in department/divisional schools.

The cluster head's job is typically very time consuming, even exhausting. Where heads from the faculty have both policy development and implementation responsibilities, they are given 5/10 to 4/5 released time for the purpose. Where they have only development responsibility, they receive no release time (their role is viewed as taking little more time than that expected of all faculty). At the three schools where policy development leadership is exercised by the cluster heads, their work week is unusually long.

In the four cases where cluster level councils exist, they are dominated by faculty, though administrators, students, and in one case classified staff are represented*. These councils vary in total size from 15 to 20 members. This is felt to be large enough to expose various points of view, but small enough to provide for reasonably prompt action.

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*At Indian Valley And Los Medanos, all faculty sit on one or another of the cluster councils.

These councils meet as often as weekly, and at least once each month. A point heard repeatedly at the four schools with cluster councils was that a relatively greater amount of meeting time is required to operate in a clustered fashion than is the case in department/divisional structures. At Evergreen, Indian Valley and Los Medanos the cluster council discusses any issue relevant to cluster or college operations. At Delta the center council focuses on issues dealing with student personnel services and division meetings deal with instructional matters. At Evergreen and Indian Valley the cluster council has the final word on matters that pertain only to the cluster. At Los Medanos and Delta the conclusions of the councils are forwarded to college wide bodies. In all four cases any matter with college wide implications is forwarded for college wide consideration.

Every college in the sample except Delta provides for formal discourse amongst several college constituencies at the campus wide level*. At Evergreen, Indian Valley and Los Medanos the college assembly (to distinguish this body from the cluster councils) includes at its core the heads of each cluster council. Faculty are selected in some fashion to provide representation (sometimes calling upon Faculty Senate officers), and the student representatives are elected

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*At Delta recommendations come directly to the administration from cluster councils, divisions and standing committees.

student body officers. Where classified staff occupy a seat on the assembly, they are represented by officers of the Classified Employees Association. All of these college assemblies, except the one at Indian Valley, advise the president. Note, however, that it is rare that a recommendation of an assembly is not accepted by the president.

For policy development, then, there is considerable variability amongst the schools we have examined. Several themes are evident however. First, there is strong support for the traditional discursive style of institutions of higher education. Allowance is made for presentation and extensive debate on issues. Second, increasingly democratic mechanisms are evident in the selection of faculty leaders, and in the consensus mechanisms used to bring closure on issues. Third, the trend is toward representation of at least two and often all four college constituencies on policy councils. Fourth, policy development tends to take place through two layers of conference, first at the cluster level and later across the college. And fifth, the president has ultimate responsibility for policies of the college and makes the final policy decision.

With regard to policy implementation, we also find great variance in the operating practices of the five schools. A not unexpected condition in all of the colleges is the primacy

of the president in matters of implementation. This office is responsible for the operations of the entire college, and it is to the president that appeals for interpretation of policy are most often submitted. Each college also has some form of executive cabinet, which assists the president and which is dominated by administrators; the exact membership of these cabinets varies from school to school. At Cypress it includes the deans, the faculty senate president, two student body officers, and the head of the classified employees association. At the other four schools it tends to be a subset of those administrators who report directly to the president.

The reporting relationships for administration are quite conventional at Cypress and Delta. Each has the usual set of deans, and the heads of the clusters report to the appropriate deans. At Los Medanos deans are in charge of four separate instructional units and report directly to the president. At the other three colleges, the hierarchy is much "flatter." The heads of the clusters deal directly with the president. Only at Cypress and Delta are there assistant or associate deans to deal with functions within the offices of a dean. The other colleges use specialists, but at administrative levels below assistant dean.

Besides the administrative line of authority just mentioned, each president has some staff capacity reporting directly to him. In every case this staff includes the responsibilities for public information, business, and security.

Other functions such as admissions and records, research, and maintenance are sometimes included.

Within the policy implementation structure, the cluster heads all have limited amounts of classified staff to aid in implementation. At Evergreen a classified administrative assistant is supplied, but more typically cluster heads seek needed supplemental resources from within the centralized staff.

For the implementation of policy, then, we find important similarities in the observed structures. The president is always the chief administrator. Executive cabinets with primarily administrative membership provide administrative counsel. The degree of hierarchy in line of authority tends to be flatter in the structures which do not exhibit the traditional deanships. Presidents have conventional staff capacities at their service. Centralized staff frequently serve as needed resources to the clusters.

Having compared the five colleges with respect to the location of capacity to deliver services and their structures for policy development and implementation, a final, and particularly important, observation is made. It was noted earlier that at four-year institutions the recent interest in clustered structures was spurred by a desire to make the collegiate experience more personal. The analysis of the

five California colleges indicates that the same is true for two-year schools. In addition, however, there is the strong conviction in the statements of those promoting the new structures in these colleges that they wish to present knowledge in a wholistic fashion, dropping the traditional barriers separating disciplines and dividing occupational and transfer students. Whatever the particulars of the individual structures we have examined, it is clear in every case that these two motivators of personalized education and coordination of knowledge are hard at work.

The clustered community college is an attempt to reform the movement, to once again reorient it to serve its mandate as an open door, comprehensive, instructionally committed institution. The flavor of this initiative is maybe best summarized by Charles Collins, one of the foremost scholars and practitioners involved with clustered community colleges:

> ....many metropolitan campuses have been master-planned for nine or ten thousand students. Herein lies the anomaly, for community colleges were simply not structured for such numbers. Unfortunately, they have grown by rapid accretion, not by design; more sections are added, more courses are added, more instructors are added, more administrators are added, and more bureaucracy is added. In this blind process their goals get violated, for community colleges were designed to be student-centered, to offer a close and continuing relationship between student and teacher, to recognize and cultivate the value of individual differences, and to offer each student a friendly and helping hand as he explores his world and seeks to find himself and his place in the world.

> These goals are possible when the structure allows the staff and the student to know each other; to know each other very well.... So...the paradox to be solved, the conundrum is how to provide at the same time and within the same institution, opportunities for great numbers and an intimate learning community in which staff and students have genuine concern for each other. (Collins, 1973 pp. 4-5).

III. The Mission College Environment

Having reviewed the cluster concept and its practice in community colleges, it is appropriate next to turn to Los Angeles Mission College (LAMC). In this section the characteristics of the community will be reviewed along with the expressed concerns of key constituencies with the college community. The philosophic statement of LAMC will be presented as a response to these characteristics and concerns and will provide a set of guiding principles for the creation of LAMC's organizational plan.

Demographics of the North San Fernando Valley

LAMC was created to serve twelve communities of the North San Fernando Valley*. This service area is not untypical of those of other Los Angeles Community College District schools in terms of the size of the geographic area and total population. Within this area resides over one-half

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*The demographics presented here draw heavily from Feasibility Study: A Community College in the North San Fernando Valley, LACCD, June 1974. More complete information appears in Appendix 5, p. 130.

million people. Table 3 displays the estimated 1975 population, by community. No single community dominates this profile. The LAMC temporary site is, and the permanent site will be, located near the center of this population, and close to the hub of the roadway and public transportation systems of the area. It is not surprising, therefore, that the current student body of LAMC is drawn from across the College's service area.

The latest information on the ethnographics of the North Valley comes from the 1970 census. At that time, the population was dominantly Anglo, with sizable Mexican-American and Black components, and the evidence available suggests the figures in Table 5 are essentially correct for the present with some upward adjustment for the Mexican-American population.

The Mexican-American population is a considerable portion of every North Valley community, but it is a very sizable part of the central communities (Sylmar, San Fernando, Pacoima, and Sun Valley). The Black population is not so widespread, but it is quite significant in the central area. The enrollment figures of LAMC are consistent with its being located near the minority residential centers.

The ethnic mixture of the area is typical of the diversity to be found in any demographic variable one wishes

TABLE 3

ESTIMATED POPULATION OF 12
NORTH SAN FERNANDO VALLEY COMMUNITIES
- 1975 -

Community	Population*	% of Total
Burbank	92,581	17.8
Chatsworth	20,002	3.9
Granada Hills	44,023	8.5
Northridge	59,349	11.5
Pacoima-Arleta	58,578	11.3
Panorama City	29,483	5.7
San Fernando-Mission Hills	46,065	8.9
Sepulveda	42.702	8.2
Sunland	18,109	3.5
Sun Valley	35,754	6.9
Sylmar-Lakeview Terrace	49,977	9.6
Tujunga	21,539	4.2
Total	518,162	100.0

*Source: U.S. Bureau of Census and Los Angeles City Planning Department

TABLE 4

SPRING 1976 LAMC ENROLLMENT BY
COMMUNITY OF RESIDENCE

Community	Enrollment	% of Total
Granada Hills	334	12.5
Northridge	88	3.3
Pacoima-Arleta	449	16.9
San Fernando-Mission Hills	602	22.5
Sepulveda	115	4.3
Sunland	56	2.1
Sylmar-Lakeview Terrace	629	23.6
Tujunga	38	1.4
Other	359	13.4
Total	2670	100.0

*Source: LAMC

TABLE 5

RACIAL COMPOSITION OF THE 12
NORTH SAN FERNANDO VALLEY COMMUNITIES
-1970-

Race	% of Total
White	94.8
*Spanish-Surnamed 15.8%	
Black	3.3
Other than White	1.9
Total	100.0

*The Census Bureau has acknowledged that the Spanish-American percentage of the population is understated. Revised statistics have not yet been issued.

TABLE 6

SPRING 1976 LAMC ENROLLMENT BY ETHNICITY

Ethnicity	Enrollment	% of Total*
Native American	51	1.9
Black/Negro	328	12.5
Oriental/Asian	46	1.8
Other Non-White	29	1.1
Spanish-Surnamed	801	30.5
Other White	1372	52.2
	2627	96.1**

* % of those reporting ethnic status

** % of total enrollment reporting ethnic status

to examine. The median age of the communities varies from a remarkably young 21.7 years in Pacoima to 34.8 years in Burbank. Median family annual incomes cover the range from $10,414 in Pacoima to $16,314 in Northridge.

The percentage of those over 25 years old within the community who have completed no more than elementary school ranges from 7.0% in Northridge to 27.1% in Pacoima. Conversely, for college graduates the variation is from 4.8% in Pacoima to 26.2% in Northridge.

The occupations represented in the North Valley population are broadly distributed over the entire spectrum.

The intelligence and achievement data on students in Los Angeles Unified School District high schools in the North Valley display values around District and national medians. However, the variance in achievement scores is far greater than that of intelligence scores.

This statistical profile of the North San Fernando Valley helps describe the various nature of its population. The diversity in age, income, ethnicity, educational background and occupational interests presents a challenge to any institution wishing to serve it, and these certainly have implications for the programs offered by a community college and the structural arrangements appropriate for their delivery.

TABLE 7

FAMILY ANNUAL INCOME DISTRIBUTION FOR THE POPULATION OF THE NORTH SAN FERNANDO VALLEY

- 1970 -

Income Range	% of Families
$ 0-3,999	8.2
4,000-9,999	27.7
10,000-14,999	30.3
15,000-25,999	26.9
25,000-Over	6.9
	100.0

Source: U.S. Bureau of Census

TABLE 8

EDUCATIONAL LEVEL COMPLETED BY THOSE OVER 25 YEARS OLD,
IN THE NORTH SAN FERNANDO VALLEY
- 1970 -

Level Completed	% of Population over 25
Elementary School or Less	19.2
Some High School	22.6
High School Graduate	44.0
College Graduate	14.2
Total	100.0

Source: Extrapolated from U.S. Census Bureau Data

TABLE 9

OCCUPATIONAL DISTRIBUTION OF THE EMPLOYED POPULATION
OF THE NORTH SAN FERNANDO VALLEY
-1970 -

Occupation	% of Employed Population
Professional	17.8
Farmers	.1
Managers	10.1
Clerical	19.3
Sales Workers	7.9
Craftsmen	15.0
Operations	15.4
Services	10.5
Laborers	3.9
Total	100.0

Source: U.S. Bureau of Census

TABLE 10

INTELLIGENCE AND ACHIEVEMENT

NORTH VALLEY PUBLIC HIGH SCHOOLS

1971-1972

12th Grade Students

High School	Median Intelligence	Achievement (Average Median National Norm Percentiles for Reading, Language, Spelling & Arithmetic)
All LAUD High Schools	96	42
Chatsworth (Chatsworth)	104	56
Francis Polytechnic (Sun Valley)	98	41
Granada Hills (Granada Hills)	104	57
Kennedy (Granada Hills)	N.A.*	N.A.*
Monroe (Sepulveda)	100	51
San Fernando (San Fernando)	85	23
Sylmar (Sylmar)	95	37
Verdugo Hills (Tujunga)	99	46

Source: Los Angeles Unified School District

The Preferences of College Constituencies

Any community college finds itself facing a set of constituencies, each with a different list of concerns. While the discussion below is by no means comprehensive, it does present what information is available and helps to serve as a guide in the formation of college organization. We identify six constituent groups:

The community
The students
The faculty
The classified staff
The administration
The Board of Trustees and
the District staff

The preferences of each group are summarized in the following section:

The Community

The "community" relevant to a community college is the complex of people who see themselves as residents, parents, job seekers, employers, taxpayers, leaders, and concerned citizens.

LAMC has had a number of ways of receiving information about community feelings. First, there is the data gathered in 1974 as part of the District's feasibility study. Secondly, there is information derived from meetings with the general advisory committee to the College and the college adminis-

tration. In addition, vocational advisory committees, children's center, and community services committees, and consultation with a variety of representative citizens and community leaders has provided extensive interaction and identified a broad range of community attitudes.

Through the feasibility study, parents of high school students, employers and residents in the North Valley area were convassed about a number of issues via questionnaire. Table 11 summarizes some of the findings of that survey.

LAMC should be an instructionally comprehensive institution. It should promote unconventional learning techniques. It should have an extensive outreach program. It should offer its programs in the evening and on weekends as well as during the weekday. In these responses there are significant implications for LAMC's organizational structure.

In 1973, the North Valley Task Force, charged with conducting the LAMC feasibility study, called together an advisory committee of 27 local religious, service group, educational, professional, business and public agency leaders. When the college was established the committee was reconstituted, though some of the original members continued to serve. Through periodic meetings, this committee has been a continuing source of information about the educational

TABLE 11

FEASIBILITY STUDY QUESTIONNAIRE:

PARTIAL RESULTS FROM THREE SAMPLES

Issue	Parents (N=513)	Residents (N=636)	Employers (N=147)
Preferred Programs	(%)	(%)	(%)
Transfer	12.0	16.9	
Vocational	23.5	24.5	
General Education	23.0	17.9	
Basic Courses	9.1	8.7	
Counseling	9.1	8.7	
Community Services	23.4	23.3	
Business-Commerce			26.0
Science-Math-Engineering			41.4
Professional			12.9
Liberal Arts			13.5
Other			6.2
Preferred Learning Technique			
Non-conventional	77.2	77.3	
Standard Classroom Instruction	22.8	22.7	
Preferred Time			
Days	31.7	48.4	
Evenings & Weekends	68.3	51.6	

Source: Feasibility Study: A Community College in the North San Fernando Valley, LACCD, 1974

needs of the communities served by the college. This group has shown special concern regarding the selection of college staff, the location of the permanent site, and the need for special programs (e.g., bilingual education). Unlike most community colleges operating in California, LAMC's organizational structure provides for access to the chief administrator by community groups. Additional community groups have been important sources of information. These have included vocational program and special program advisory groups.

The Students

Because the College has been operating for only a short time, the available information about student concerns is limited. We have some data gathered through the North Valley Task Force survey, as well as some information from current students. Seniors in North Valley high schools were surveyed on several useful items, as were students attending Los Angeles Pierce and Los Angeles Valley Colleges who reside in the North Valley communities. Table 12 presents the findings, which, generally, exhibit the same characteristics we have already noted for other sectors of the community.

The Feasibility Study indicated that the student population would like an extensive outreach program, a choice

TABLE 12

FEASIBILITY STUDY QUESTIONNAIRE:

PARTIAL RESULTS FROM STUDENT SAMPLE

Issue	High School Students (N=1175) (%)
Preferred Learning Techniques	
Non-conventional	81.6
Standard Classroom Instruction	18.4
Preferred Time	
Days	68.1
Evenings and Weekends	31.9

Source: Feasibility Study: A Community College in the North San Fernando Valley, LACCD, June, 1974.

of learning techniques and convenient hours for attendance.

Detailed questionnaire results also indicate that high school seniors are interested in the full breadth of transfer, vocational, general education and basic developmental courses (Mission, June, 1974 pp. 92-93). This latter point is supported by the selection of courses which LAMC enrollees have made over its first year of operation. Though the numbers of offerings have been limited, they cover a wide range of interests. Every type of program presented has met with significant student response.

While some student evaluation of various aspects of LAMC's current operations does exist, no systematic information on student concerns have yet been collected. The student body has recently elected its second student council, however, and these representatives have conveyed two important messages. First, they have been and intend to continue to be active in college matters which they feel are of importance. They believe that such matters as the location of the permanent site of LAMC affect students and should benefit from formal student input during the decision process. Second, the student council is aware of the major features of a cluster structure and is anxious to better understand the implications for student government and student activities. Rather than support a particular point of view, they wish clarification of the plan so that they can

TABLE 13

FALL 1975 LAMC WEEKLY STUDENT CONTACT HOURS BY SUBJECT AREA

MAJOR	WSCH	% of Total
Accounting	535	3.8
Administration of Justice	324	2.3
Anthropology	147	1.0
Art	445	3.2
Astronomy	75	.5
Biology	78	.6
Business	513	3.7
Business Data Processing	95	.7
Chemistry	100	.7
Child Development	590	4.2
Developmental Communications	22	.2
Economics	89	.6
Education	30	.2
English	1068	7.6
French	55	.4
Geography	42	.3
Health	358	2.6
History	642	4.6
Home Economics	455	3.2
Humanities	108	.8
Journalism	51	.4
Management	249	1.8
Math	703	5.0
Merchandising	24	.2
Mexican-American Studies	33	.2
Music	345	2.5
Office Machines	40	.3
Personal Development	18	.1
Philosophy	171	1.2
Physical Science	12	.1
Political Science	482	3.4
Psychology	1503	10.8
Public Service	156	1.1
Real Estate	510	3.6
Secretarial Science	633	4.5
Sociology	651	4.6
Spanish	1126	8.0
Speech	234	1.7
Statistics	75	.5
Physical Education	547	3.9
Supervision	612	4.4
Theatre	66	.5
Total	14,012	100.0

design their procedures and activities consistent with it.

The Faculty

A considerable amount of information exists as to the concerns of faculty. The development of LAMC's structure has been a central topic of informal and organized discussion since the first faculty arrived. Indeed all prospective LAMC instructors were informed that the college would be organized around the cluster concept and that faculty would be intimately involved in the development of the permanent structure. Starting in May, 1975, documents and dialogue flowed between faculty and administration on the subject, and interaction has been continuous ever since. There have been faculty meetings, study group meetings, a site visit, a retreat, and most recently an on-going cluster planning committee, all to consider and develop ideas important to structural design.

The concerns reflected through these various forums have been of three general types. The first has to do with the general features of a cluster college and the instructional implications of this type of organization. The faculty appear unanimous in their support of an emphasis on personalization and decentralization of delivery functions, and an interdisciplinary approach. The second deals with the particulars of how college policy will be developed and

implemented in a clustered context. The third involves specific policies (e.g., curriculum development, procurement of supplies) appropriate for a more decentralized college. Our interest here is in the preferences of the second category, for once policy development and implementation systems are in place, the appropriate instructional emphasis and specific policies can be formally discussed, determined, and acted upon*.

The list of items pertaining to policy development and implementation which faculty have generated at one time or another is long. Over the course of nearly one year, however, five concerns have become predominant:

1. the role of faculty in policy development;
2. the cluster leader--the constituency this position is drawn from and the method of selection;
3. the method of remunerating faculty for special assignments;
4. the evaluation of structural elements and the provision for effecting structural change;
5. the procedures which deal with on-going college business (such as budget development, program development, and the procurement of supplies).

It is easier to state the issues than it is to articulate the preferred position of the faculty as a whole. Each

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*Appendix 6 contains a comprehensive list of issues raised by faculty and some classified staff.

occasion for faculty-wide discussion has brought forth a variety of specific positions related to the above issues. Within this disparity, however, seems to be a core position to which most subscribe. Corresponding to the five main concerns are the following core preferences:

1. ample opportunity should be provided for faculty participation in policy development; where groups concerned with policy development exist, faculty should represent a significant portion, if not a majority, of the membership.

2. the cluster leader (for policy implementation purposes at least) should be selected from among the faculty of the cluster; the selection procedures should involve some sort of faculty dominated election.

3. cluster leaders and other administrative roles which faculty might assume should be remunerated through a specified and budgeted system of release time and supplemental pay arrangements.

4. regular review of the structural arrangements of the College should be provided for, and the faculty should play a central role in this review.

5. committees of various types should exist to deal with the on-going affairs of the College and should contain significant faculty membership.

At present faculty members continue to consider these positions and to develop specific proposals consistent with them. If LAMC is to continue to be a dynamic institution, this will always be the case.

The Classified Staff

The classified employees of LAMC have participated in defining many of the structural issues, alongside of the

faculty and administration. Many of their concerns, however, are of a somewhat distinctive nature.

Classified employees are less concerned with the specific arrangements existing within clusters and more concerned with the procedures they will be working with, especially those that are college-wide in application. There is a concern that classified employees have a voice in the development and evaluation of these procedures.

As with the other constituencies, there ia an interest in matters affecting professional careers. The college structure should provide for comfortable working conditions and avenues for expressing professional concerns, and, if necessary, grievances.

The Administration

The administration has been at the very center of structural development since the College was founded. In fact, the cluster notion as an organizational alternative goes back to the feasibility study. From the beginning, the administrative staff has been increasingly convinced that clustering provides important instructional and administrative advantages. Instructionally they have promoted the desirability of personalization and decentralization of educational programs and the coordination of knowledge to enhance the

learning process. They are particularly interested in greater integration of instruction and student life programs and see the cluster as a means of accomplishing this.

Administratively their concerns are the traditional ones of managers:

1. the policy development system should provide a sufficient number of perspectives such that the best information and thinking can inform the final outcome;

2. the policy development system should involve college wide consultation but should not be overly cumbersome or slow;

3. policy implementation should involve persons accountable to the president;

4. the cost of the administrative structure, in terms of dollars and manpower, should not be excessive;

5. the structure should be consistent with District policies and accommodate District administrative structures and other requirements:

6. the structure should be flexible--unusual circumstances, changes in constituency needs, and structural evolution should be accommodated.

Just as with the faculty, the administration contains a variety of views on exactly how to best deal with each of these matters. Generally, the following apply:

1. policy development groups should exist at the cluster and college level, each should contain representatives of student, faculty and administrative constituencies; classified staff are probably best represented only in the college level body;

2. the cluster-level policy development group should be faculty dominated, the college-level group should have a significant administrative membership, and neither group should involve an excessive number of members or an elaborate standing infrastructure;

3. the president should play a major role in the selection (or removal) of personnel whose duties are significantly administrative;

4. the administrative costs of the structure should be comparable to those of other community colleges of similar size;

5. the structure should allow for the realities of existence in a multi campus district. The capacity should exist to permit smooth operations in the absence of the president, and College procedures and offices should align with standing District procedures and committees;

6. the capacity to pursue concerns on an ad hoc basis should be easily assembled, a regular review of community needs should be provided, and the capacity to promote the development of the College should exist.

Even as these words are written, the administration continues to explore new structural variations in the light of new information and a changing environment.

The Los Angeles Community College District

In the first and last analysis, LAMC is a public community college, and as such the ultimate direction for its operations emanates from the Board of Trustees, acting as agents of District taxpayers and empowered by State law with important authority. The Board makes policy for the District. The

Chancellor and the District staff aid in the development and implementation of District policy, which directs policy at the college level.

The major requirement of the District is that the LAMC structure conform with District policy and other rules and regulations with which the District is required to comply. In this regard there are three points of insistence:

1. the president of the College, as chief executive officer, will be held responsible for all aspects of the College's operations and is expected to construct an administrative structure which will permit efficient and effective discharge of these responsibilities;

2. this structure will permit interaction with the District and other colleges in the District through existing District mechanisms--this articulation is required for informing and coordinating college activities and complying with State and federal regulations;

3. this structure must not be in conflict with either standing District personnel and other policies or with agreements which the District shall negotiate with faculty and other bargaining agents through collective bargaining.

With this District view, we complete our canvas of the preferences of the major college constituencies. They are wide ranging; they are strongly felt, and they are not always totally in concert. The next step is to enunciate a College philosophy which captures the essence of this scope and diversity.

The College Philosophy

Since before LAMC actively conducted classes, college philosophy was debated and developed by those planning the school. By the time the doors opened, a statement had been created which put forward a fundamental stance: "education should be a continuing activity, a relevant experience, and a humanistic process." This statement continues to reflect the basic orientation of the College. The events of LAMC's first year of operations have produced the rich complex of needs and preferences which have been reviewed in the previous section and which have led to an extension of the LAMC philosophic statement.

This statement of philosophy will continue to provide basic guidance for the future development of Los Angeles Mission College.

> A college is an institution, an educational process and a design for the pursuit of knowledge, but it is much more. A college is a human experience, not just for those who attend as students, but individually for all who participate in its daily activities. A college is a community of life, reflecting and, at the same time, acting upon the greater world in which it is immersed. Los Angeles Mission College believes it important to state the guiding principles which are intended to reflect its essence and to shape its structures. These principles are directed to the major ingredients of our institution:
>
> Knowledge and the Educational Process
>
> Students
>
> The College Staff

Knowledge and the Educational Process

Los Angeles Mission College believes that education should be

1. a continuing activity,

2. a relevant experience, and

3. a humanistic process.

Education should be a continuing activity, involving the lifelong accumulation of information, skills, and understandings as they relate to the individual in a changing society. Many high school graduates go directly on with collegiate studies. Many students, however, do not. They delay or interrupt their studies, not because of failure but because there are many other compelling claims on their lives.

The condition of student 'travel' has become a common experience in our society and leads to the realization that the 'school time' of a person's life cannot be limited to his earlier years. It embraces his entire life, governed only by the individual's changing perception of his own educational needs. The opportunity, therefore, as well as the invitation, to lifelong learning must be available.

Education should be a relevant experience. When the student -- whether the continuing high school graduate or the returning adult seeking a broader horizon -- presents himself at the college, he has a right to expect relevant and productive programs. The College should determine the level of preparation that the student already possesses and provide programs that will help him to achieve his educational goals. Courses, therefore, should be current and meaningful. They should provide a broad array of educational options, including liberal arts and career-vocational programs. They should help the student to prepare for his present and his future.

Education should be a humanistic process. The intent should be to provide an educational environment which is oriented to the needs of the individual,

where all forms of person-to-person interplay which are conducive to learning are encouraged. This should include extensive communication within the entire college family -- students, staff, and community. Central to this pursuit is the creation of learning units small enough to permit a high degree of individualized attention to the concerns of students, where lines of communication are short and institutional flexibility is long. The ultimate test of every college process, therefore, must be its contribution to the student and his educational goals.

Los Angeles Mission College believes that knowledge exists to serve the purposes of mankind and to be pursued in its own right. It is, therefore, appropriate to encourage learning within and across areas of traditional disciplines, to promote the achievement of personal goals, and to generate new insights and greater understanding.

Students

Mission College views those who enroll in its programs as individuals. Respect for individual differences will be maintained. Respect for, and the development of, small and large group interests must also be encouraged. A major means of providing for this will be a dynamic instructional, co-curricular, and student services program, whereby college staff and students create and evolve activities around mutual interests. Additionally, interaction expressing student concerns should take place informally between students and college staff, for this is at the very heart of a personalized college experience. At the same time, the opportunity for expression of student views should also be provided in a formal manner. Concerns of students should be heard in major college councils through formal student representation.

The Mission College student body is representative of the populations of the communities it serves. The College's educational programs and other related activities will strive not only to serve these populations but also to build upon this diversity. The College will explore differing racial, ethnic, religious and cultural perspectives, not only to achieve a better understanding of each but also to develop a full appreciation of all.

The College Staff

Statements of college philosophy commonly limit their focus to the experience intended for students, only implying what is the role of the faculty, administration, and support staff. Mission College believes that in a learning environment the concerns of all members must be considered. Although the President and his administrative staff are responsible for the operation and the direction of the College, the total College staff provides a diversity of resources and essential participation in the growth and development of the institution.

Because of their close association with students and the educational process, the faculty is a major resource, particularly on issues concerning instruction but also on other matters affecting the College. Academic freedom will be carefully protected. The teachers' right to profess their disciplines and pursue their fields of knowledge with students in an open environment will be maintained. In addition, the knowledge and experience of the faculty will be utilized in the governance process of the College.

The support staff of Mission College is vital to the fulfillment of College goals. This is true not only because of the many essential functions that they perform but also because of the resources they offer as members of the College staff. Their insights and concerns will be solicited and carefully considered as part of the college-wide process of consultation.

The Board of Trustees delegates accountability for the conduct and welfare of the College to the President and his administrative staff and holds them responsible for the productivity of the College. In the exercise of this responsibility, however, the administration of Mission College will seek the views of students and staff through formal and informal means. The various councils of the College will provide opportunities for a continuing flow of information through staff consultation. Administrative decisions, therefore, will be a product of College-wide dialogue and careful evaluation of a broad range of information sources.

The Community

Another important source of information is found within the many communities which the College serves. Interaction with community residents provides an essential channel of communication through which the College informs the communities of its programs and is informed about special educational needs. This college-community dialogue is accomplished in the following ways:

(1) individual and group meetings to exchange information and discuss specific educational needs,

(2) vocational advisory committees drawn from the professional and business communities to assist in the evaluation of vocational programs,

(3) a community service advisory committee to assist in the review of community service programs, and

(4) a general advisory committee for interested residents of the College service area.

This college-community exchange provides the College with sources of information that supplement the professional knowledge and information provided by the faculty, students, and staff.

Conclusion

By encouraging these many avenues of communication among faculty, students, staff, and community. Los Angeles Mission College strives to provide a personalized and meaningful educational environment for every one of its students. It is our continuing hope to serve the communities of the North San Fernando Valley in a manner which meets their needs and encourages their participation.

IV. The Los Angeles Mission College Plan

The reader is now equipped with a review of the cluster concept, a description of the LAMC environment, the preferences of college constituencies, and the philosophic statement. Based on these same sources, the administration of LAMC concluded:

> ...that the cluster organization provides greater encouragement and support than more traditional organizational structures for the personalized and flexible educational program that Mission College is developing. We arrived at this conclusion because the "cluster" provides a mechanism for achieving the following goals:
>
> 1. to reduce traditional barriers between subject areas so that knowledge will not be fragmented but interrelated;
>
> 2. to stimulate interdisciplinary activities and instructional flexibility so that more effective approaches to learning will be generated;
>
> 3. to combine instructional programs and related student services so that a broad range of student needs can be served in a direct and coordinated manner; and
>
> 4. to maintain small learning units so that, no matter how large the total College may become, personal care for each student will be preserved.
>
> In summary,...the cluster mode could effectively assist Mission College in achieving its educational goals*.

Having confirmed the suitability of a cluster type structure, the details necessary to operate a modern community

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*"Los Angeles Mission College: Cluster Organization," February, 1976, p.1.

college i· this mode must be specified. The exposition of the plan follows. First, the nature of instruction is presented followed by the conception of student life at the College. Third, the manner in which responsibilities are to be assigned, rules and regulations developed and modified, and other college business conducted is discussed. This third component is organized in a fashion which emphasizes the instructional centrality of the cluster within an administrative structure directed by the president.

The following are the substantive sections of the plan as it was released to the college staff in February, 1976.

THE PLAN

Instruction

Instruction is at the core of the College's programs, its chief reason for existence as an institution, and the primary focus of any rationale of educational organization. In approaching so broad an area as instruction, three premises have been especially considered in their relationship to the cluster organization.

A. There should be flexibility and adaptability of curriculum offerings.

In a diverse community, an uncertain economy, a changing emphasis in life style, an expanding technological world, and a climate in which the growth of knowledge and the consequently equal growth of obsolescence of knowledge, it is essential that instructional programs of any educational institution be able to adapt to meet these changing needs. However, one must tread carefully between academic flexibility and academic chaos. The attempt to exercise flexibility should never overlook the goal of meaningful student learning.

B. Interdiciplinary approaches to curricular needs should be carefully explored.

While the value of a depth of knowledge in a single discipline cannot be ignored, it is important at the same time to consider the overlap and mingling of disciplines to gain a greater breadth of understanding than can be provided by the study of one isolated field of knowledge. The possibility of organizing courses and programs which combine several disciplines not only meets the needs of many educational programs in a practical way but also provides an essential perspective for knowledge and the mutual illumination that different fields can provide for each other.

C. A variety of instructional strategies should be employed.

The diversity of backgrounds and motivations in the ever more diverse student population of the community college demand this variety in instructional methodology. The climate of a collegiate institution should invite and support experimental modes of instruction.

These three premises, which are closely interrelated, are important in developing instructional programs. The evidence gathered so far indicates that the cluster organization is particularly designed to respond to these principles and to foster a climate of flexibility and experimentation with a variety of instructional strategies.

A. Instructional Organization of the Clusters

In organizing the areas to be included within the cluster, the following principles have governed the process:

1. Clusters are organized around educational programs that have a similar emphasis or direction. This process promotes greater interaction and enhances the possibility of interdisciplinary development.

2. To meet the majority of the educational needs of the students in each cluster, clusters should be as educationally comprehensive as possible. Therefore, general education areas are assigned to each cluster. These include English, speech, mathematics, natural sciences, social sciences and humanities.

3. Career vocational programs should be included within clusters with related transfer and vocational programs. This will integrate vocational areas into the total instructional program. Efforts for creative, non-traditional combinations of programs should be encouraged.

4. In order to integrate instructional and counseling programs more closely and to support the student in achieving his educational goals more effectively, counselors should be assigned to clusters. This will promote direct coordination of planning and evaluation of instructional programs by these two complementary staff groups.

5. The clusters should have a maximum size of 1000 FTE students and 30 FTE faculty. This will help to maintain the quality of interaction between faculty and students through maintenance of comparatively small instructional units.

Los Angeles Mission College is presently operating with two clusters. Cluster A is centered primarily among the social and behavioral sciences and the humanities. Cluster B is centered among the sciences, mathematics, technology, and business.

CLUSTER A	CLUSTER B
American Cultural Studies	Accounting
Art	Biological Sciences
Child Development	Business
Education Aide	Business Administration
Humanities	Child Mental Health
Journalism	Consumer Education and Home Management
Music	Environmental Science
Psychology	Mathematics
Public Service	Physical Education
Social Sciences	Physical Science
Spanish	Secretarial Science
Speech	Supervision
Theater Arts	

Both clusters include general education courses.

New clusters will be formed when present ones reach maximum size. Such new clusters may be formed by dividing an existing one (i.e., separating social science from humanities) or by combining programs from existing clusters (i.e., psychology, allied health, and biological science). It is not appropriate at this time to set the exact method of division. Too much rests with future unknowns. Enrollment growth and program development, as well as the principle of career-vocational program distribution, will guide such future decisions.

B. Discipline Integrity

If it is to effectively promote interdisciplinary approaches to instruction, the cluster structure should not build the traditional walls usually created by discipline-oriented departments. At the same time, serious concern must be given to maintenance of the development, integrity, and depth of the academic disciplines. Evidence from existing cluster colleges demonstrates that members of a discipline tend to

communicate with one another on disciplinary matters even when the members are dispersed in various clusters. It is planned, however, to foster and formalize this communication among disciplines assigned to different clusters by periodically calling together the members of such disciplines to discuss common concerns.

C. Instructional Strategies

Our basic premise is that all students do not learn by one method and that a variety of instructional strategies must be available to promote the most effective learning for the greatest numbers of students. Flexibility is again the key. The college must not only commit itself to flexibility and experimentation with a variety of strategies but must foster this flexibility and experimentation in its instructional staff. This will be encouraged by

1. the open communication which is enhanced by the open structure of the clusters,

2. the availability of technical support staff to assist faculty in developing new modes of instruction,

3. a concentrated and comprehensive program of staff development and in-service training. This will take the form of workshops, site visits, guest speakers, demonstrations, and the intra-college communication of new techniques and materials, and

4. participation in selected and instructional programs sponsored by educational agencies and consortia.

The assistant dean of college development will play a key role in assisting the Dean of the College and the clusters in developing and implementing staff development programs.

D. Centralized Services

For reasons both of efficiency and economy, certain portions of the instructional support program will be centralized. The most significant of such areas is the Learning Resources Center. All cluster colleges so far studied have maintained this as a

central function. It would be prohibitive in cost to develop fully stocked cluster libraries. Support personnel and services assigned to the Learning Resources Center are also most effectively centralized. These will include audio-visual technicians, media technicians, and illustrators. It will still be possible to develop mini-learning centers within clusters or specific areas.

Student Life

Based on the philosophy that the cluster organization is intended to bring about closer administrative-faculty-student interaction, it follows logically that the cluster should be the center of student life in not only instructional areas but in co-curricular and extra-curricular areas as well. It is a common criticism of the cluster organization that students generally do not identify fully with their cluster no matter how formalized that identification process may be made by the College. On the other hand, there is increasing evidence in several of the newer clustered institutions that there is a growing identification by students with clusters but on a more informal basis, through interaction with faculty and counselors and through cluster-oriented student activities. Based on this evidence, it appears even more imperative to enhance those identifications on as many levels and in as many areas as possible. To effect this, it becomes equally essential to involve as much of student life, government, and activities into the cluster structures.

A. Student Government

The traditional student government is not appropriate to the cluster arrangement. The student body will participate in the formulation of a student government which will complement the cluster organization of the College. A student body president and treasurer are required by District student body finance regulations (see below).

The basis of student government should be in the cluster itself. In essence, each cluster should have its own student government which

will function to develop student activities, enhance non-curricular areas, and to furnish representation to appropriate committees. Activities of cluster student councils will be coordinated by the cluster chairperson and, where college-wide issues are involved, by the office of the coordinator of student activities.

B. Student Body Finance

In order to fulfill the requirements of the policies of the Board of Trustees and the administrative regulations of the Los Angeles Community College District relative to student body finance, a finance committee should be established. There will be a president, vice president, and treasurer selected college-wide. A finance committee made up of the president, treasurer, representatives from the cluster student councils, a designee of the dean of instruction and students, and the college fiscal administrator will fulfill District student body finance requirements. An associated student body budget will be prepared by the finance committee and other financial actions will be taken by it in accordance with District regulations. Approvals of such budget and financial actions will be given through the cluster student councils. The associated student body budget will establish funds for use by each cluster

C. Student Activities

With the typically diverse student body of today's college, the College feels that the closer relationships within the clusters will encourage a variety of student activities, clubs and social events which will meet the interests and needs of those cluster students. The cluster formation also permits greater flexibility of planning and the ability to meet new interests more effectively. It is anticipated also that greater faculty participation in student activities will be generated. The primary responsibility for student activities will be assigned to the cluster chairperson working closely with the cluster student council. College-wide activities may be referred to the coordinator of student activities. Financial support for such activity will come from the associated

student body budget allocated to the clusters.

D. Co-Curricular Activities

Since co-curricular activities are products of the instructional program, the College should assume a more significant role in the support and planning of such activities (athletics, forensics, music, theatre). Since such programs relate directly to instructional areas, the cluster is the logical place for administration, planning, and development of these activities. This should also encourage balanced programs in a variety of instructional areas.

E. Centralized Services

As with instruction, there are certain areas of student services which can be more effectively and economically accomplished in a centralized mode rather than in the clusters. Such areas include financial aids, veterans affairs, EOP&S, health, placement, and career guidance. The responsibility for such areas will lie in the office of the assistant dean for student services. In this structure, therefore, the clusters will emphasize student activities, while the centralized areas will emphasize student services.

The complete implementation of this cluster-centered student activity program may not be fully possible as long as the College lacks a central site and the capability of designing facilities to support these concepts. It is considered important, however, to outline the program at this time so that development and implementation can go forward.

College Organizational Structure

The College organizational structure, consisting of the administrative organization, the clusters, and College councils are described in this section. See the organizational chart attached to this section for a graphic representation of this structure.

A. The President of the College

The president is the chief administrative officer of the College and implements the policies of the Board and the administrative regulations of the District at the College level through the authority delegated to him by the Chancellor and the Board of Trustees. The president is the College's educational leader, establishing the institutional goals and objectives and determining the broad guidelines for achieving them through its various programs and services. He establishes and gives philosophical guidance to the instructional orientation of the College. He represents the College to the District, the State, the Federal Government and other persons and agencies outside the College. He is the chief source for presenting the College to the community and of obtaining and evaluating community input to the College.

The president is assisted in his administrative functions by the Administrative Council which consists of all administrators assigned to the College. It is primarily through this body that the president directs the implementation of College regulations and procedures.

Reporting directly to the president and assisting him in carrying out his responsibilities are

1. the dean of the college,
2. the assistant dean of educational services, and
3. the assistant dean of college development.

Also reporting directly to the president are the public information officer and the office of College safety and police services.

The assistant dean of educational services is responsible for all record-keeping processes of the College including business and fiscal services, personnel, admissions, and student records. He also is responsible for the planning, operation, and maintenance of facilities. He works closely with the office of instruction in projecting student enrollment and planning the educational program for future semesters.

The assistant dean of college development is responsible for developing specially funded proposals affecting the entire College, assisting in preparing funding proposals for instructional and student areas developing and maintaining college research, assisting the president in developing long-range planning procedures, including the Five Year Educational Master Plan, and developing and implementing the processes for evaluation of college programs and services. He is further responsible for implementing programs of staff development particularly in orienting new staff members to the College, its philosophy, its processes, and its organization.

The Academic Senate is advisory to the president on matters of faculty concern. In a similar manner, the Classified Association Council represents the concerns of the classified staff to the president and furnishes representatives as necessary to college councils and committees.

. The Dean of the College

Holding to the concept that those programs affecting students directly should be interrelated, Mission College believes that one office should have the primary responsibility to coordinate and integrate those programs. This includes the instructional and the student services programs. Such a coordination is the responsibility of the dean of the college, who acts as the officer to develop and maintain the operational functions of the clusters and of the college-wide support services to the clusters. These responsibilities include

1. curriculum development and evaluation,
2. staffing -- recruitment, selection, evaluation,
3. counseling services,
4. instructional budget development,
5. student body finances,
6. outreach programs,
7. inter-cluster services and coordination,
8. all publications relating to instruction and student services.

He is also responsible for para-instructional programs (e.g., community services, child care center, co-curricular programs) and for coordination with the

District of functions related directly to the instructional and student services programs.

Reporting to the dean of the college and assisting him in his duties are

1. the assistant dean of instructional services
2. the assistant dean of student services
3. the cluster chairpersons

Also reporting directly to the dean will be

1. the coordinator of instruction who assists the dean in the scheduling of classes, the development of the catalog, the maintenance of instructional records and information, and the preparation of college publications.

2. the coordinator of learning resources who is responsible for the Learning Resources Center, the media support services, tutorial programs, and implementation of multi-media instructional programs.

3. The coordinator of vocational education assists the dean and the clusters in promoting and developing vocational programs, coordinating vocational programs with District and State offices, and monitoring vocational students and funds. This office is a resource to the clusters and provides coordination for the total vocational education program of the College.

4. The coordinator of student activities coordinates the College-wide student body government and student finance program. This office also works directly with the student activity program within each cluster and is a resource to the cluster chairperson for cluster student activities.

The assistant dean of instructional services is responsible for the instructional and community service programs that are located primarily away from the central campus. Inter-relationships between the central campus, outreach, and community service programs will be promoted. This office will monitor the "flow" of programs from one area to the other and identify new offerings through evaluation of programs and consul-

tation with College staff and community groups. The assistant dean will also assist the dean in all instructional areas and will represent the dean, as necessary, on District instructional committees.

The assistant dean of student services is responsible for the supervision of those student services which are centralized within the College and are related to, but do not directly affect, the programs of the clusters. These include financial aids, EOPS, veterans affairs, health, recruitment, and placement. This office is responsible for the development of student services and the broad distribution of those services. An information process, including a center and satellites, will be administered by this office. Student needs will be evaluated and individualized "packages" of appropriate referrals will be provided.

C. The Cluster

Fundamental to the design of our structure is the cluster -- an instructional unit in which is centralized a relatively small number of persons (maximum 1000 FTE students, 30 FTE faculty) integrated into a student-staff-learning-activity group. Within this context will be handled the basic functions of the instructional programs, as well as student counseling activities, and much of student government. The cluster, therefore, is the basic organizational unit of the College.

The cluster chairperson, who reports to the dean of instruction and student services, coordinates the programs of the cluster and assists the dean with cluster operations, including

1. preparation of class schedules
2. curriculum development
3. development of the cluster budget
4. selection and evaluation of faculty
5. coordinator of day and extended day programs
6. development of counseling services and student activities.

The cluster chairperson is assigned on a "D" basis (12 pay periods) and teaches one class. The chairperson is appointed by the president of the college, based on the recommendations of a committee composed of faculty and administration that will interview and evaluate candidates for this position. The term of office will be two years.

The heart of the cluster is the faculty. The limited size of this instructional unit will encourage close working relationships within which cluster issues will be resolved. Each cluster will have a cluster council which will serve as a forum to discuss cluster issues.

Cluster Operation

In order to provide for more concentrated attention to important concerns, cluster committees may operate within each cluster. Membership on each cluster committee will consist of representatives of the cluster faculty, but administration, students, and other staff may attend meetings to facilitate communication. Selection to each committee is a cluster matter; however, there should be sufficient membership on each committee to adequately address cluster concerns in each area.

College committees will operate across clusters to advise the dean. They will consist of the membership of each corresponding cluster committee as well as appropriate administrators. (NOTE: As the College grows, it will probably be necessary to provide representative membership on college committees in order to avoid committees that are too large to be effective).

D. College Councils

Policies of the Board of Trustees and Administrative Regulations of the District are implemented at the college level by the president through the authority delegated to him by the Chancellor and the Board of Trustees. These policies have District-wide application through administrative regulations and guides issued by the Chancellor and the District Office. However, since no set of regulations or guides can provide for all contingencies, it is the responsibility of the president to administer Board policy through interpretation and application of such policies and regulations to the College. The college staff assists the president in his deliberations and gives input to the process of establishing college regulations and procedures.

At the cluster level, the Cluster Council will be the forum for cluster-wide discussion of issues significant to the cluster. The president may refer issues of college-wide importance to the cluster

councils as they arise through the President's Council. The cluster councils may also refer issues to the President's Council.

At the college level, the President's Council* will be the forum for the discussion of issues of significance to the entire campus. This council will be advisory to the president and will assist him in his deliberations regarding the evaluation of College regulations and procedures. The president will be the chairperson of this council.

The President's Council will consist of two faculty representatives selected by and from each cluster council; one student representative from each cluster; two classified staff representatives; and three members of the administration, as appointed by the president. (Note: As new clusters are formed the makeup of this group may be changed somewhat to provide representation of all clusters without creating a council of excessive size).

The Administrative Council consists of all members of the administrative staff of the College (dean and assistant deans). This Council assists the president in his deliberations and in the implementation of College regulations and procedures. There are three other councils representing the other major constituencies of the College:

Academic Senate
Associated Student Body Council
Classified Association Council

These councils consider issues that concern their particular interests. They are also advisory to the president and may be called upon to assist him in his deliberations regarding College issues.

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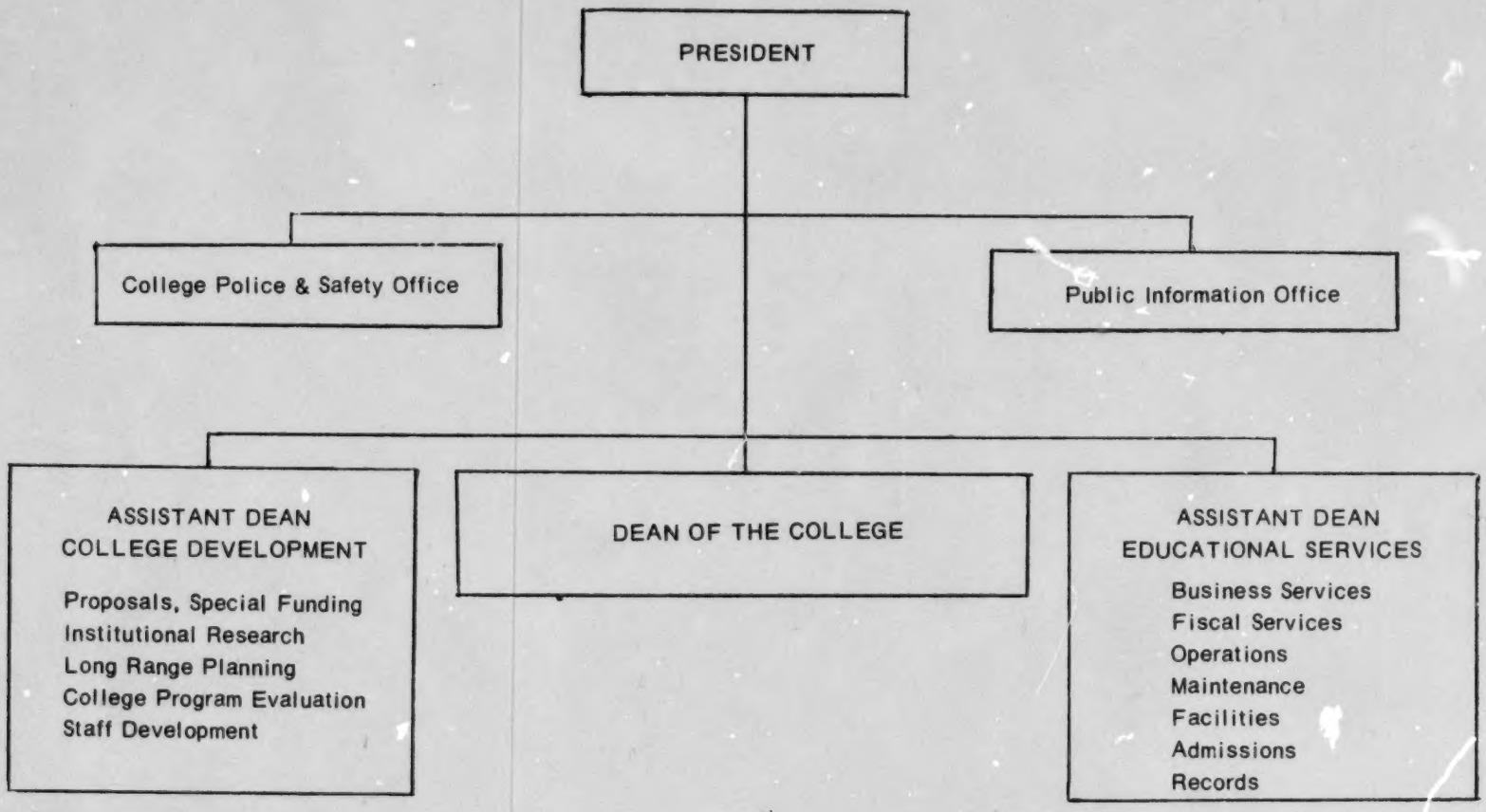
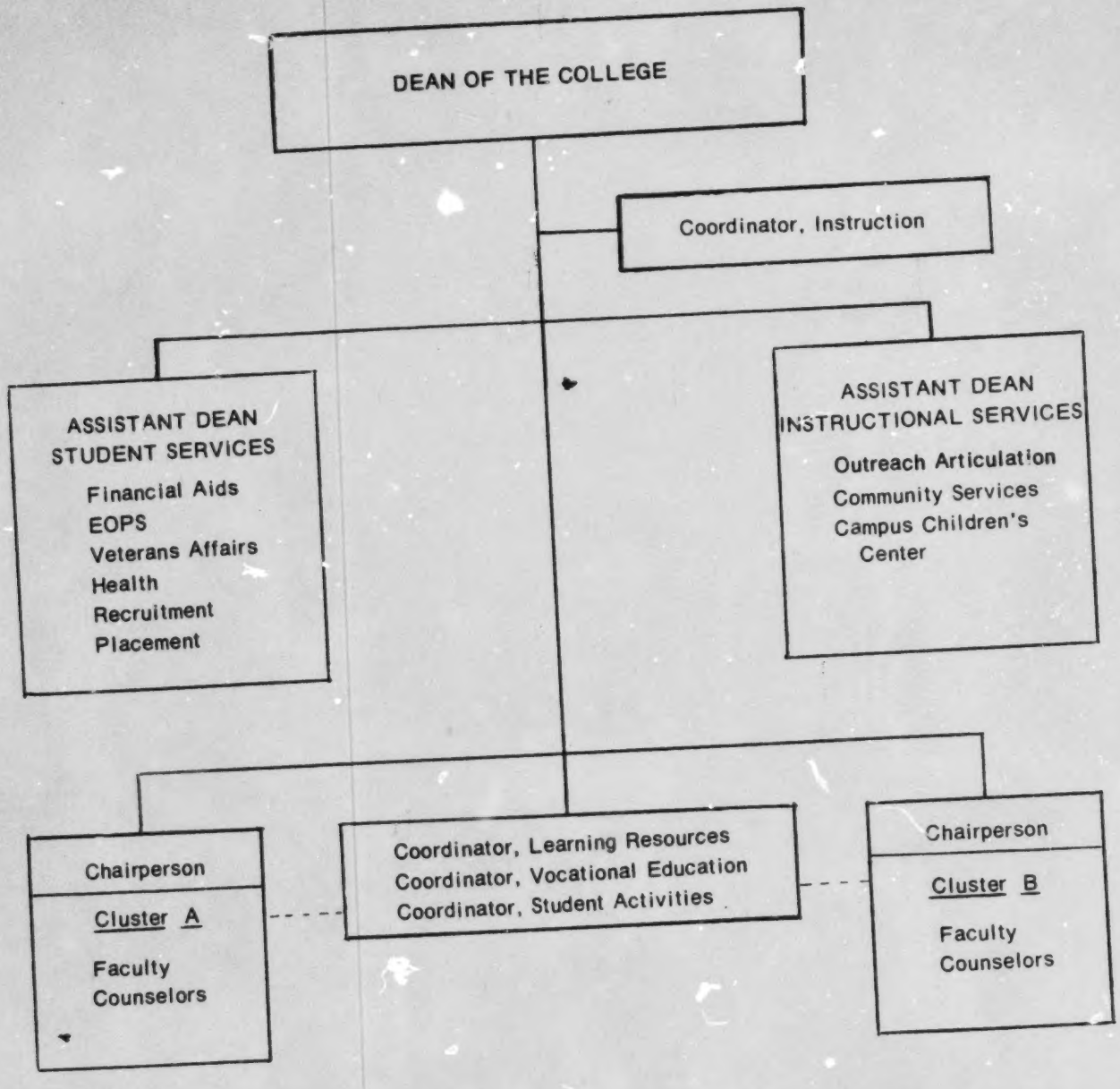
*Subsequent to the publication of the plan, the name "President's Council" has been eliminated in favor of retaining the more familiar term "Executive Council."


PRESIDENT
College Police & Safety Office
Public Information Office
ASSISTANT DEAN
COLLEGE DEVELOPMENT
Proposals, Special Funding
Institutional Research
Long Range Planning
College Program Evaluation
Staff Development
DEAN OF THE COLLEGE
ASSISTANT DEAN
EDUCATIONAL SERVICES
Business Services
Fiscal Services
Operations
Maintenance
Facilities
Admissions
Records


DEAN OF THE COLLEGE
Coordinator, Instruction
ASSISTANT DEAN
STUDENT SERVICES
Financial Aids
EOPS
Veterans Affairs
Health
Recruitment
Placement
ASSISTANT DEAN
INSTRUCTIONAL SERVICES
Outreach Articulation
Community Services
Campus Children's
Center
Chairperson
Cluster A
Faculty
Counselors
Coordinator, Learning Resources
Coordinator, Vocational Education
Coordinator, Student Activities
Chairperson
Cluster B
Faculty
Counselors

Some Practical Considerations

With the presentation of the LAMC organizational plan, only two issues of a practical nature remain. The first deals with the administrative costs associated with the plan. The second is the schedule for implementation of the details specified in the plan

Administrative costs

Intuitively it would appear that decentralized organizational structures would require larger administrative costs than centralized operations, and in some cases they may be true. However, a comparison of the administrative salary cost (the dominant portion of total administrative costs, and the only measure for which data are available) indicates that the LAMC organization (at maturity) and the other eight Los Angeles Community College District colleges incur somewhat similar expenses. The data are presented in Table 14.

The measure selected for comparison is the annual administrative salary expense associated with each unit of Average Daily Attendance (ADA) generated by each college for the fall semester, 1975. Apparently there are some economies of scale, for the very large colleges do have the lowest costs per ADA. However, the anticipated costs of LAMC at maturity are only slightly higher than these at the large schools. They are somewhat lower than those at the conventionally organized

TABLE 14

COMPARATIVE ADMINISTRATIVE SALARY COSTS FOR

LOS ANGELES COMMUNITY COLLEGE DISTRICT COLLEGES

College	Annual Admin. Salary Expense $	Fall, 1975 ADA*	Salary Expense per ADA $
East Los Angeles	1,018,217	10,925	93.20
Los Angeles City	1,095,277	14,510	75.48
Los Angeles Harbor	660,953	7,492	88.22
Los Angeles Pierce	852,014	13,959	61.04
Los Angeles Southwest	673,256	3,289	204.70
Los Angeles Trade-Tech	982,721	13,731	71.57
Los Angeles Valley	1,001,242	13,408	74.67
West Los Angeles	653,229	4,082	160.03
Mission (Fall,1975)	348,988	895	389.93
Mission (Spring, 1976)	348,988	1,255	278.08
Mission (at Maturity)	582,000	6,894**	84.42

* Preliminary estimate

**Estimate from Feasibility Study

college (Harbor) of size similar to LAMC. (For more details see Appendix 6).

We can extend our exploration further and compare the costs of LAMC to those of the five California cluster colleges previously reviewed. Table 15 contains the information.

It is important to note that the two highest cost schools (Evergreen and Indian Valley) are not yet up to full capacity with regard to attendance, even though they do have a near full complement of administrative staff. Most certainly their costs per ADA will reduce significantly over the next two years. Taking account of this, it is clear that clustering does appear to be efficient with regard to administrative expenses. As with conventionally structured schools, the large cluster college (e.g., Delta) enjoys significant economies. Apparently as any college grows, each additional ADA generated requires less administrative salary expenditure. Once again, the LAMC costs seem to be quite typical. The other school of comparable size, Cypress, incurs a cost per ADA somewhat higher than that projected for LAMC.

In summary, cluster colleges are comparable to conventionally structured schools with respect to administrative salary expense, if the schools of each type are of similar size. Furthermore, the costs associated with LAMC's plan are similar to both other LACCD colleges and other California cluster

TABLE 15

COMPARATIVE ADMINISTRATIVE SALARY COSTS

FOR FIVE CLUSTER COLLEGES

College	Annual Admin.** Salary Expense $	Fall 1975 ADA	Salary Expense per ADA $
Cypress	660,872	7,612	86.82
Evergreen*	361,687	1,875	192.90
Indian Valley*	204,564	1,658	123.38
Los Medanos	344,161	3,757	91.61
San Joaquin Delta	622,433	11,182	55.66
Mission (at Maturity)	582,000	6,894	84.42

*These two schools are not at full capacity. Salary expense per ADA will most likely be lower when operating at capacity

**Salary costs are based on the LACCD salary schedule to eliminate differences in expense due only to differences in District salary schedules.

colleges of similar size.

Implementation Schedule

Even as this study is being completed, the implementation of the LAMC plan is proceeding. The following sequence of events will put the plan fully in effect by February, 1977:

IMPLEMENTATION CALENDAR

Implementation of the cluster organization falls into two parts; one, the implementing of the original cluster organization to be finished by July 1, 1976; two, the development of additional clusters as the size of the College, its instructional staff, and its student enrollment requires.

1. Implementation of original cluster organization (two clusters)

April, 1976 Announcement of cluster chairperson positions to the faculty.
Discussions with assistant deans and coordinators of changes in assignments.

May, 1976 Receipt of applications for cluster chairperson.
Endorsement process for cluster chairperson.
Selection of faculty members for cluster chairperson interviews.
Interviews of endorsed cluster chairperson candidates with recommendations to the President.
Appointment of cluster chairperson by the President.
Complete analysis of the areas of Instructional Services and Student Services with the assistant deans.
Information to the Associated Student Body on the cluster organization and its possible effects on their organization.

June, 1976 Orientation of cluster chairpersons.
Development of evening coverage schedule.
Assistant deans of Instructional Services and Student Services assume responsibility for basic committees on which they will serve.

July 1, 1976 Implementation of 1976-77 cluster organization.

February, 77 Implementation of student body organizations into cluster mode.

2. Addition of new clusters.

New clusters will be added when the number of FTE instructors exceeds thirty for each cluster.

The process for organizing the cluster will be determined by the Dean of the College in consultation with the Cluster Councils and the Council of Instruction. Appropriate recommendations will be made to the President of the College. On his approval, new clusters will be organized to begin in the fall semester of the following academic year.

It is anticipated that the first such cluster increase will occur in Fall, 1977.

V. Conclusion

In a most important sense, this report is a chronicle of the thinking which has determined the initial shape of Los Angeles Mission College. Faced with an opportunity, indeed a mandate, to create an appropriate community college for the North San Fernando Valley, all of the major parties involved found themselves with the full list of planning problems associated with urban/suburban institutions of higher education in the 1970's:

> A large student body (on the order of at least 10,000 students) would be served at maturity.
>
> The characteristics of the student body include a broad range of ethnicity, age, professional goals, time constraints, extra-curricular interests and preferred learning styles.
>
> An active community, eager for a college which would provide the full list of community services usually associated with two-year colleges.
>
> A pre-existing parent district (and the presence of other member colleges) with important policies and traditions.
>
> An organizational literature whose advice was offered primarily in either extremely abstract or very conventional terms.
>
> A desire to create a distinctive and effective organization.

Early in the college's existence its philosophical thrust was established: It would promote education as "a continuing activity, a relevant experience, and a humanistic process."

Related to the "humanistic" emphasis is the notion of personalization. A search of the basic designs for college organization showed the cluster concept to provide more intimate learning environments than alternative structures, along with some of the desirable features which large colleges exhibit. In-depth exploration of the cluster concept has found it rich in heritage. It is being implemented at a number of colleges and universities across the country, and in particular, at five community colleges in California. Inspection of the experience of these five colleges has demonstrated the practicality and flexibility of the cluster type of structure.

The precise design of LAMC's cluster organization followed from study of the preferences of members of the community, students, faculty, classified staff, administrators, the Board of Trustees, and District officials. The extensive interaction between the president and various constituencies of the college produced an expanded philosophic statement and led to the development of the cluster organizational plan for Mission College.

As one might expect, the plan does not meet every desire of every group involved with the College. The final outcome of the lengthy development process (nearly two years of work with nine months of especially intensive research)

does, however, satisfy the following major concerns:

1. A Personalized Environment

The College is organized around small (1000 FTE students and 30 FTE faculty) clusters, enhancing relationships between and among students and faculty.

Clusters contain groups of instructional programs with a similar emphasis, and are as educationally comprehensive as practical; thus each cluster contains particular transfer and vocational programs along with general education areas to encourage interdisciplinary approaches.

Student life (including student government and activities) is centered in the cluster as far as economically feasible.

Counselors are assigned to clusters to promote ties between counseling and instruction.

The cluster coordinator is selected from the faculty, and cluster concerns are attended to by committees of cluster members.

2. Informed Policy Making

Cluster Councils define and discuss issues of cluster and college significance and, if appropriate offer advice to the president and the Executive Council.

The Executive Council, with representatives from all clusters and all college constituencies, advises the president on the formulation of all aspects of campus regulations and procedures.

The Academic Senate, Associated Student Body Council and the Classified Association Council each consider issues of importance to their particular constituency and may advise the president on these matters

The president makes the final decision on matters of college wide policy.

3. Forthright Policy Implementation

The president has ultimate responsibility for all college operations.

The president is aided by the Administrative Council in seeing that rules and procedures operate as intended.

College committees serve to advise the administration in matters of implementation.

Cluster committees help expedite operations at the cluster level.

4. Appropriate Administrative Capacity

The cluster heads receive 4/5 released time and report directly to the dean.

The Office of the Dean of the College has the responsibility to serve and coordinate cluster activities in the areas of educational programs, learning resources, vocational education, student activities and services, outreach, community services, and child care; with each of these areas is associated adequate administrative capacity.

In the Office of the President resides the responsibility for overall college management; the President is aided by the Office of the Dean and positions dealing with educational services (business, personnel, admissions, records, maintenance), college development (long range planning, program/services evaluation, staff development, special funding proposals), college security, and public information.

The LAMC organizational plan is thus normatively appropriate. It is also practical. The administrative salary costs associated with it are comparable to other LACCD colleges, the time and energies required to implement it are not excessive,

and the plan is fundamentally flexible. The size and number of clusters can change as growth dictates; the style of each cluster can be established and changed independently of what other clusters choose; the policies of the college and features of the initial plan itself can be modified as required by changing needs.

But a plan is only a plan. This plan has the characteristics of a good one, but in the last analysis its quality will prove to be as good as the spirit of those who support it, develop it, and make it work. Los Angeles Mission College is in its beginning years. The actions of those who take on this challenge will create a proper organization, and, in so doing, will establish traditions which will make for a truly distinctive college.

APPENDIX

APPENDICES

1. Sample of Colleges and Universities with Subcolleges - 1970.

2. Table of Organization of 5 California Community Colleges.

3. Curriculum Offered, by cluster, in 5 California Community Colleges.

4. Statistical Comparisons of 5 California Community Colleges.

5. Demographic Summary of the North Valley Communities.

6. Questions and Issues Developed by Cluster Study Groups.

7. Administrative Salary Costs at Los Angeles Community College District Colleges and 5 California Cluster Community Colleges.

Appendix 1

A Sample of Colleges and Universities
with Subcolleges - 1970

APPENDIX 1

SAMPLE OF COLLEGES AND UNIVERSITIES WITH SUBCOLLEGES

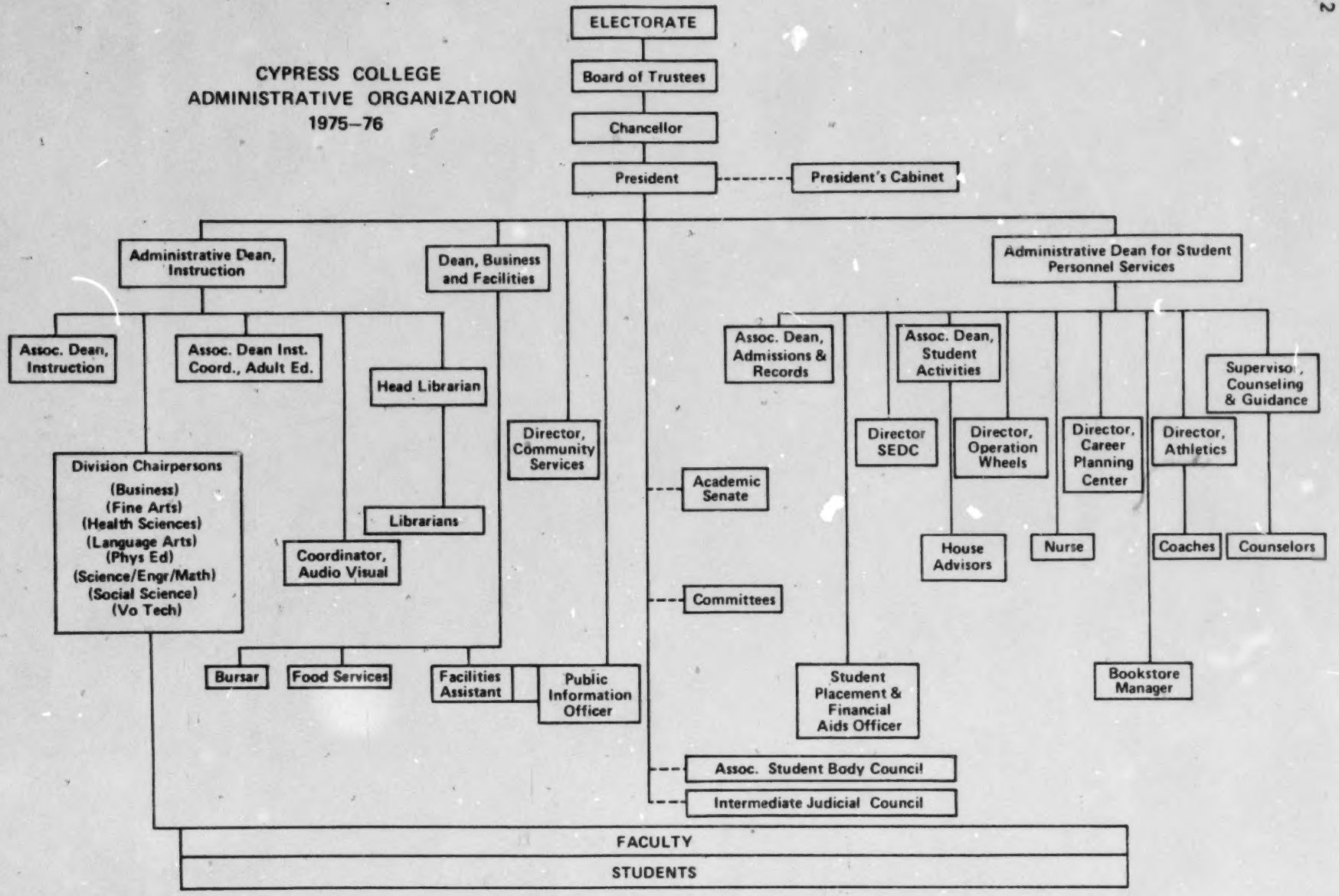
Institution	Date of Establishment
1. Wayne State University	
Monteith College	1959
2. Wesleyan University	
College of Social Studies	1960
College of Letters	1960
3. University of the Pacific	
Raymond College	1962
Elbert Covell College	1963
Callison College	1967
4. University of California Santa Cruz	
Cowell College	1965
Stevenson College	1966
Crown College	1967
Merrill College	1968
College Number Five	1969
5. Goddard College	
Greatwood	1965
Northwood	1965
6. Hofstra University	
New College	1965
7. Michigan State University	
Justin Morrill College	1965
Lyman Briggs College	1967
James Madison College	1967
8. Nasson College	
New Division*	1965
9. Oakland University	
Charter College	1965
New College	1967
Allport College	1969
10. University of California San Diego	
Revelle College	1958
Muir College	1967
11. Fordham University	
Bensalem College	1967
12. University of Michigan	
The Residential College	1967
13. Western Washington State College	
Fairhaven College	1967
14. City University of New York, Kingsborough Community College	
Brighton	1968
Darwin	1968
15. Rutgers - The State University of New Jersey	
Livingston College	1968
16. Cypress College	1966
17. Colby College	
Program in Human Development	1969
Program in Intensive Studies in Western Civilization	1969
Program in Bilingual and Bi-cultural Studies	1969
18. Grand Valley State College	
Thomas Jefferson College	1969
19. University of Nebraska	
Centennial Education Program	1969
20. State University of New York, College at Old Westbury	
Urban Studies College	1969
Disciplines College	1969
General Program	1969
21. Redlands University	
Johnston College	1969
22. St. Edwards University	
Holy Cross College	1967
Maryhill College	1967
23. St. Olaf College	
The Paracollege	1969
24. Sonoma State College	
Hutchins School of Liberal Studies	1969
25. University of Vermont	
Experimental Program	1969
26. San Joaquin Delta College	1973
27. Los Medanos College	1974
28. Indian Valley College	1975
29. Evergreen Valley College	1975

*Reassimilated into Nasson College in 1969

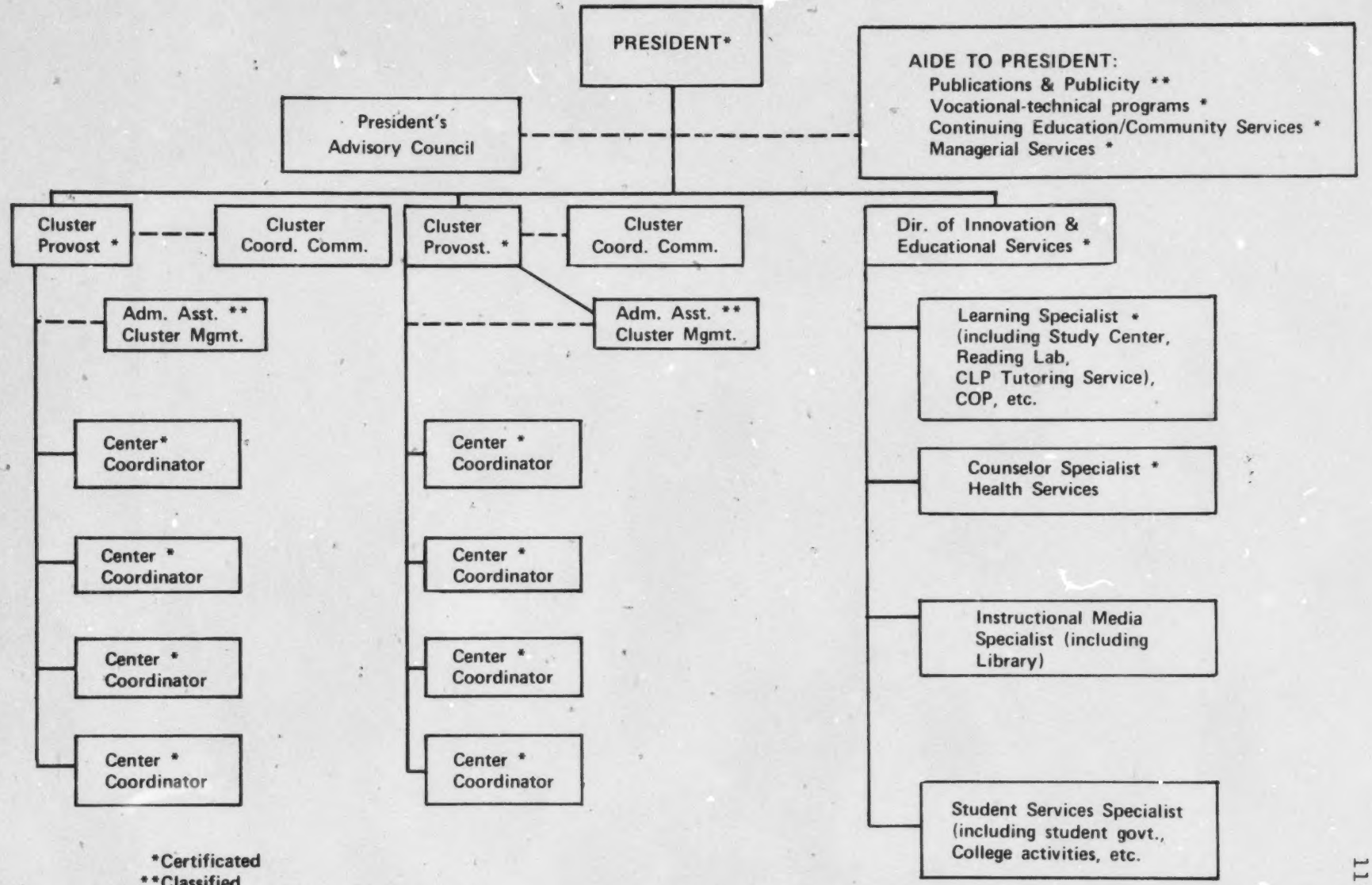
Appendix 2

Tables of Organization of 5 California Community Colleges

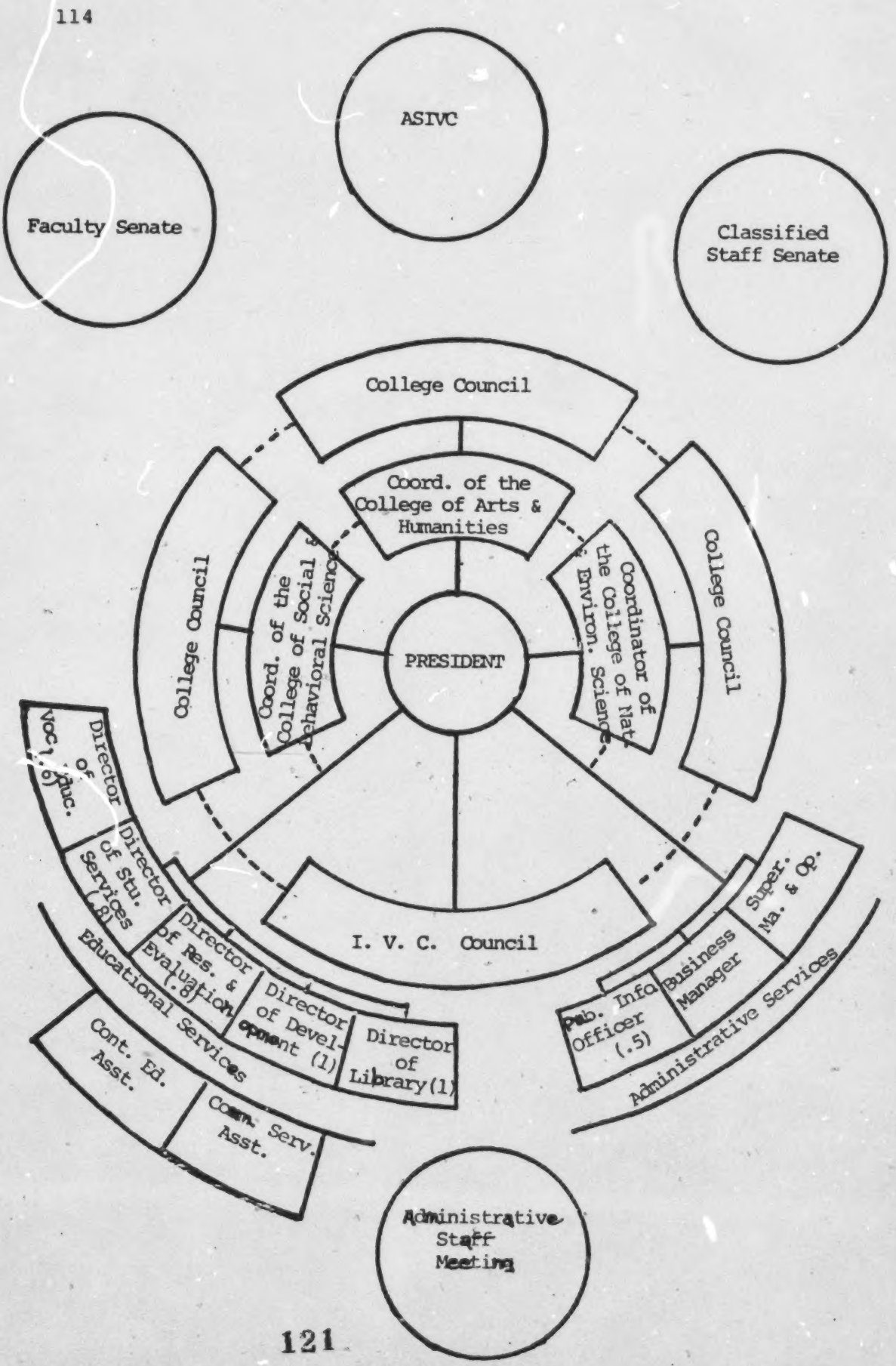
CYPRESS COLLEGE
ADMINISTRATIVE ORGANIZATION
1975–76



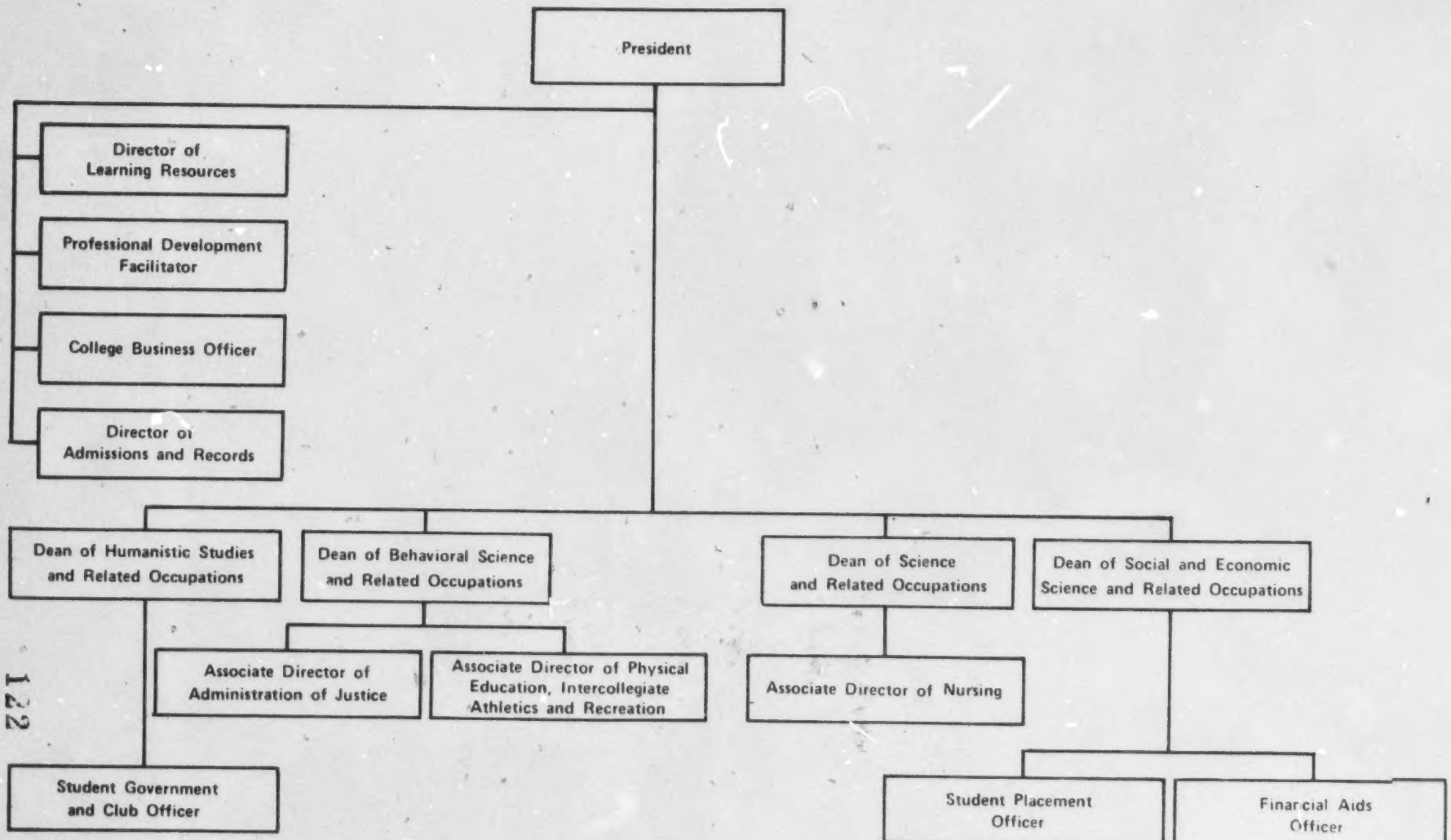
EVERGREEN VALLEY COLLEGE


PRESIDENT*
AIDE TO PRESIDENT:
Publications & Publicity **
Vocational-technical programs *
Continuing Education/Community Services *
Managerial Services *
President's Advisory Council
Cluster Provost *
Cluster Coord. Comm.
Cluster Provost. *
Cluster Coord. Comm.
Dir. of Innovation & Educational Services *
Adm. Asst. ** Cluster Mgmt.
Adm. Asst. ** Cluster Mgmt.
Learning Specialist * (including Study Center, Reading Lab, CLP Tutoring Service), COP, etc.
Center* Coordinator
Center * Coordinator
Center * Coordinator
Center * Coordinator
Center * Coordinator
Center * Coordinator
Center * Coordinator
Counselor Specialist * Health Services
Instructional Media Specialist (including Library)
Student Services Specialist (including student govt., College activities, etc.

*Certificated
**Classified
***Certificated or Classified

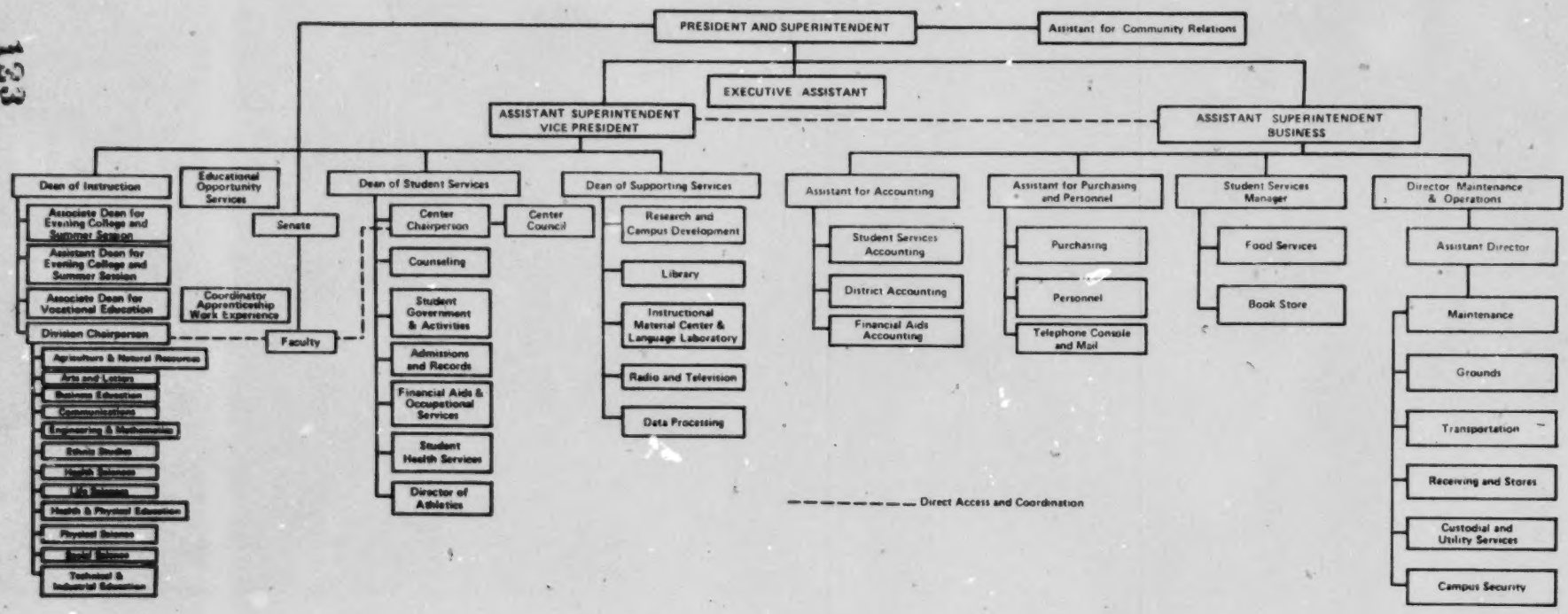

ASIVC
Faculty Senate
Classified Staff Senate
College Council
Coord. of the College of Arts & Humanities
College Council
Coord. of the College of Social & Behavioral Science
PRESIDENT
Coordinator of the College of Nat. & Environ. Science
College Council
Director of Voc. Educ. (.6)
Director of Stu. Services (.8)
Director of Res. & Evaluation (.8)
Director of Development (1)
Director of Library (1)
I. V. C. Council
Super. Ma. & Op.
Business Manager
Pub. Info. Officer (.5)
Administrative Services
Educational Services
Cont. Ed. Asst.
Comm. Serv. Asst.
Administrative Staff Meeting

LOS MEDANOS COLLEGE


President
Director of Learning Resources
Professional Development Facilitator
College Business Officer
Director of Admissions and Records
Dean of Humanistic Studies and Related Occupations
Dean of Behavioral Science and Related Occupations
Dean of Science and Related Occupations
Dean of Social and Economic Science and Related Occupations
Associate Director of Administration of Justice
Associate Director of Physical Education, Intercollegiate Athletics and Recreation
Associate Director of Nursing
Student Government and Club Officer
Student Placement Officer
Financial Aids Officer

SAN JOAQUIN DELTA COLLEGE

administrative chart



Appendix 3

Curriculum Offered, by Cluster, in 5 California Community Colleges

Appendix 3

CURRICULUM OFFERED, BY CLUSTER,

IN 5 CALIFORNIA COMMUNITY COLLEGES

Cypress College

Cypress College is organized in eight "Houses," each specializing in a particular curriculum. General education courses are not taught in every House. The following are the majors offered in each cluster:

Berstein House (Fine Arts)
- Art
- Music
- Theater Arts

Carnegie House (Business Education)
- Business Administration
- Accounting
- Finance
- Marketing
- Business Education
- Management
- Quantitative Methods
- Secretarial Studies
- General Office Training

Edison House (Vocational/Technical)

- Aeronautics - Commercial Pilot
- Air Conditioning and Refrigeration
- Culinary Arts
- Hotel/Restaurant Management
- Industrial Arts Teaching
- Photography
- Stewardess-Hostess
- Automotive Servicing
- Automotive Body & Fender
- Public Works

Einstein House (Science/Math)

- Biological Sciences
- Life Sciences
- Biology
- Chemistry
- Physical Science

Engineering
Chemical Engineering
Civil Engineering
Electrical Engineering
Mechanical Engineering
Engineering Technology
Forestry
Geology
Industrial Technology
Mathematics
Physical Therapy
Physics
Pre-Dentistry
Pre-Medicine
Pre-Optometry
Pre-Pharmacy
Pre-Veterinary

Muir House (Social Science)

Anthropology
Asian Studies
British Studies
Economics
Education
Geography
History
Latin American Studies
Philosophy
Political Science
Psychology
Sociology
Educational Assistant
Instructional Aide

Schweitzer House (Health Sciences)

Medical Assistant
Medical Records
Medical Secretary
Registered Nursing
Health Services Preparatory
Licensed Vocational Nurse
Psychiatric Technician
Dental Hygiene
Nursing (4 year)

Thorpe House (Physical Education)

Physical Education Teaching
Recreation

Twain House (Language Arts/Humanities)

Communications/Journalism
English
Foreign Language, Speech

Evergreen Valley College

Evergreen Valley College will eventually consist of five clusters, each specializing in a segment of the total curriculum, and each offering general education.

Cluster A

Engineering
Physical Sciences
Automotive Technology
Drafting
Electronics
Engineering
Vacuum Technology
Welding
General Studies

Cluster B

Biological Sciences
Nursing
Ornamental Horticulture
General Studies

Cluster C

Business
Cosmetology
General Studies

Cluster D

Airline Stewardess
Black Studies
Foreign Languages

Geography
Home Economics
Journalism
Law Enforcement
Mexican-American Studies
Psychology
General Studies

Cluster E

Art
Drama
Music
Photography
Speech
Physical Education

Indian Valley Colleges

Indian Valley Colleges consists of three inner colleges. Each inner college does contain general education.

College of Behavioral & Social Sciences

Advertising
Secretarial Science
Bookkeeping
Accounting
Data Processing
Business Management
Retail Management
Economics
Geography
History
Government
Psychology
Sociology
Police Science
Real Estate
Instructional Assistant
Social Service Technician
General Education

College of Arts and Humanities

English
Speech
Foreign Language

Art
Music
Drama
Philosophy
Humanities
Journalism
Dance
Women's Studies
Interior Design
Graphics
Journalism Technician
General Education

College of Sciences and Technology

Physics
Chemistry
Mathematics
Biology
Botany
Geology
Automotive Mechanic
Veterinary Assistant
Physical Education
Recreation Management
Aeronautics
Body & Fender Mechanic
General Education

Los Medanos College

Los Medanos College is organized into four study area groups for administrative purposes. General education is not distributed across them.

Humanistic Studies and Related Occupations

Humanistic Heritage
Language Arts
Composition
Reading
Literature
Speech
Drama
Foreign Language
Art
Music
Philosophy
Journalism
Technical Writing

Behavioral Studies and Related Occupations

Behavioral Studies
Psychology
Sociology
Anthropology
Family Life Education
Group and Individual Counseling
Recreation
Physical Education

Social and Economic Studies and Related Occupations

Social Studies
Political Science
History
Geography
Economics
Business Administration
Business Skills
Management and Supervision
Food Services

Scientific Studies and Related Occupations

Biological Sciences
Anatomy and Physiology
Biology
Physical Sciences
Astronomy
Chemistry
Physics
Geology
Mathematics
Medical Services
Applicance Repair
Radio and TV
Small Engines
Welding

San Joaquin Delta College

Delta College contains five centers, each with curricular specialties, and each with general education offerings.

Budd Center

Ethnic Studies
Physical Education

Recreation
Carpentry
Construction Technology
Electricity
Electronics
TV Repair
Mill Cabinet
Painting and Decorating
Printing Technology
General Education

Cunningham Center

Administration of Justice
Anthropology
Biological Science
Computer Science
Card Punch Operation
Computer Operation
Computer Programming
Chemistry
Pharmacy
Physics
Pre-Medicine
General Education

Holt Center

Electron Microscopy
Engineering
Engineering Technology
Civil Engineering Technology
Machine Design Technology
Journalism
Musical Arts
Auto Body Repair
Auto Mechanics
Auto Tune-up
Heating and Air-Conditioning
Machine Shop
Marine Engines
Welding
Auto Electronics
Industrial Safety
General Education

Locke Center

- Accounting
- Merchandising
- Dentistry
- Dramatic Arts
- Foreign Language
- Nursing
- Radiologic Technology
- Social Worker
- Sociology
- Teaching
- General Education

Shima Center

- Agricultural Business and Technology
- Agricultural Engineering and Mechanics
- Animal Science Production and Technology
- Forestry
- Natural Resources Management
- Ornamental Horticulture
- Plant Science Production and Technology
- Art
- Business Administration
- Office Administration and Services
- Bank Credit
- Bank Management
- Bank Operations
- Public Management
- Real Estate
- Steno-Secretarial Training
- Transportation
- Early Childhood Education
- Economics
- Fashion Covers
- History
- Home Economics
- Photography
- Political Science
- Psychology
- Fine Science
- General Education

Appendix 4

Statistical Comparisons in 5 California Community Colleges

APPENDIX 4

STATISTICAL COMPARISONS OF 5 CALIFORNIA COMMUNITY COLLEGES

	CYPRESS	EVERGREEN	INDIAN VALLEY	LOS MEDANOS	SAN JOAQUIN
Date of Founding	1968	1972-73	1970	1970	1935
Planning Period	1965-66	1967-73	1967-73	1968-73	1968-71
Date of Initial Decentralization	F,1968	F,1975	July, 1975	S,1974	F,1973
Entry into Permanent Facilities	F,1968	F,1975	July, 1975	S,1974	Summer 1973
Expected Facilities Completion	1976	1988	1980-81	Sept. 1975	Spring 1976
Name of District	North Orange County	San Jose	Marin	Contra Costa	San Joaquin Delta
Number of Schools in District	2	2	2	3	1
Size of Site (Acres)	112	155	330	120	165
Square Feet of Buildings	804,276	117,000	120,148	N. A.	490,951
Estimated Cost of Buildings	$29 million	$15 million	$29 million	$15 million	$59 million
Architect	Wm. Blurock	Skidmore, Owens & Merrill	Neptune & Thomas	Canetta & Cianfichi/ Confer, Crossen & Nance	Ernest J. Cump & Associates
Number of Day Students	8,184	3,000	966	N.A.	9,000
Number of Students, Total	12,788	4,000	2,931	5,500	17,000
Total FTE Faculty	180	91	55	N.A.	264
Number of Clusters	8	1½	3	6 (governance clusters)	5
Number of Students/ Cluster	N.A.	2,000	800		1,500 - 1,800
Number of Faculty/ Cluster	15 - 35	60	20 - 25	16 (gov. cluster)	44
General Ed in each Cluster?	No	Yes	Yes		Yes
Vocational & Academic Programs in each Cluster?	Yes	Yes	Yes		Yes
Number of Deans	3	3	none	4	5
Number of Centralized Staff	21	10	10	14	30
Cluster Head's Title	Division Chairperson	Provost	College Coordinator	Cluster Chairperson	Center Chairperson
Name of Decentralized Unit	House	Cluster	College	Cluster	Center
Cluster Head Selection Proceedure	President appoints from faculty nominees	Administrative appointment	Elects by Council	Elected by Cluster	President appoints from 3 names forwarded from center
Cluster Head's Term of Office	variable		2 yrs; may succeed 3 terms	1 yr.	3 yrs
Cluster Head's Remuneration	4/5 released time	salary as Dean	4/5 released time	none	½ released time
Number of Standing Committees	27	N.A.	3 - 4	7	14
Cluster Head Average Work Week (non-instructional hours)	20 - 30	50	45 - 60	3 - 5	39

N.A. - not available

Appendix 5

Demographic Summary of the
North San Fernando Valley Communities

Appendix 5

Demographic Summary of the North Valley Communities - 1970

	Chatsworth 91311	Northridge 91324	Granada Hills 91344	Sepulveda 91343	Sylmar-Lakeview Ter. 91342	San Fernando-Mission Hills 91340	Pacoima-Arleta 91331	Panorama City 91402	Sun Valley 91352	Sunland 91040	Tujunga 91042	Burbank 91501,02, 04,05,06	TOTAL NORTH VALLEY
Total Population	17378	56523	42289	38962	48758	46909	58991	27814	35400	17362	20912	89319	501617
% of North Valley	3.4	11.2	8.4	7.7	9.7	9.3	11.7	5.	7.0	3.4	4.1	17.8	99.2[2]
Racial Breakdown (%)													
White	99.2	98.2	98.0	98.2	91.4	90.5	81.1	98.0	95.7	98.6	98.3	98.7	94.8
Black	.1	.6	.3	.5	6.0	7.2	15.7	.4	.3	.1	.1	.1	3.3
American Indian	.1	.1	.2	.2	.3	.3	.5	.1	.4	.2	.6	.3	.3
Japanese	.3	.4	1.0	.7	1.0	1.2	1.5	.2	2.5	.6	.1	.2	.8
Chinese	-	.4	.1	.2	.1	-	.2	.1	.1	.1	.1	.2	.2
Filipino (etc.)	-	.1	-	.1	.5	.2	.4	.2	.5	.1	.4	.1	.2
Other	.2	.3	.3	.2	.8	.5	.5	.2	.4	.2	.3	.2	.4
Spanish American 1/	6.2	6.9	7.5	8.0	18.7	34.1	34.8	11.4	20.8	9.6	8.0	10.6	15.8
Age Breakdown (%)													
Under 5	6.9	6.9	8.2	7.2	9.6	9.8	11.4	7.9	9.5	8.5	10.3	6.7	8.5
5-9	11.5	10.4	12.7	9.8	12.9	11.0	13.2	7.3	10.4	10.7	10.7	7.1	10.5
10-14	13.6	13.1	13.3	12.4	13.2	11.7	13.3	7.9	11.1	10.2	10.3	7.4	11.3
15-19	11.2	11.9	10.6	11.1	10.2	9.7	9.9	9.1	9.4	9.0	8.1	7.7	9.8
20-24	4.4	8.2	4.6	8.2	5.6	6.9	6.4	9.6	6.8	5.2	7.0	7.6	6.9
25-34	11.4	11.4	12.6	12.0	13.3	12.3	13.5	12.8	14.2	12.9	13.9	13.7	12.9
35-59	33.7	32.8	33.0	33.2	27.8	28.5	26.0	31.7	30.4	30.0	27.6	32.6	30.7
60 & Over	7.3	5.3	5.1	6.1	7.5	10.7	6.3	13.7	8.2	13.4	12.1	16.3	9.4
Median Age (yrs.)	27.1	24.6	25.5	26.1	23.8	25.7	21.7	31.4	26.9	29.9	27.6	34.8	27.2
Average No. Children/family (less than 18 yrs. of age)	1.5	1.5	1.7	1.4	1.7	1.5	1.8	1.0	1.4	1.3	1.4	.8	1.4
Education by Level Completed (%) (of pop. 25 yrs.+)													
No schooling	.3	.4	.3	.4	.8	2.9	2.7	1.1	.7	.9	.9	.8	.9
Elementary only	8.7	6.6	7.0	8.3	15.8	23.1	24.4	16.6	19.1	16.6	15.8	15.1	13.4
Some high school	15.7	11.0	12.9	16.1	22.5	20.5	25.0	18.4	23.6	20.6	20.6	18.4	16.8
High school graduate	36.8	32.8	37.1	41.2	38.3	33.6	31.5	37.8	36.7	38.1	35.8	38.1	32.7
College graduate	19.7	26.2	19.8	13.8	7.7	6.5	4.8	8.5	6.3	7.3	9.8	10.3	10.6
Total No. Housing Units	5866	17196	11802	11353	13199	12871	15792	10672	10107	6473	6780	36290	158381
Median value (owner occupied)	$33584	$38840	$31350.	$31028.	$23496.	$22183.	$20751.	$23007.	$22646.	$23449.	$23889.	$26533.	$26890.
Median rent	$ 171.	$ 167.	$ 186.	$ 156.	$ 140.	$ 122.	$ 130.	$ 143.	$ 130.	$ 127.	$ 120.	$ 125.	$ 141.
Median Age of structure (yrs.)	9.2	10.0	11.6	11.6	13.4	17.9	16.4	15.0	18.7	17.8	18.9	23.5	16.4
Mobility (% of units moved into in last 5 years)	66.9	64.2	56.0	59.5	59.4	52.3	53.8	65.1	54.9	51.7	59.6	54.5	57.5
Income Distribution by Family (%)													
Under $3,000	5.8	3.1	2.9	4.0	5.7	7.5	7.4	6.3	6.3	4.8	6.8	4.9	5.3
3,000-3,999	1.8	1.6	1.1	2.3	2.5	3.2	3.5	3.7	3.1	3.8	4.2	3.3	2.9
4,000-4,999	2.1	2.7	1.0	2.0	3.1	4.0	4.4	4.6	3.7	3.4	4.0	3.5	3.2
5,000-5,999	2.5	2.0	1.7	3.1	3.7	4.9	4.9	4.6	3.8	3.6	5.0	4.5	3.8
6,000-6,999	2.6	2.4	2.3	3.7	4.6	4.9	5.1	6.3	4.6	3.5	4.8	5.6	4.4
7,000-9,999	10.5	10.7	10.2	12.4	16.5	18.4	21.5	19.7	20.8	18.1	15.8	17.8	16.3
10,000-14,999	26.5	22.6	20.1	29.5	35.8	31.7	33.1	30.3	31.8	33.4	33.2	30.2	30.4
15,000-24,999	36.6	37.4	39.5	34.4	24.0	20.7	18.4	21.0	21.7	24.7	22.1	24.1	26.9
25,000-49,999	10.3	15.9	10.5	7.9	3.7	3.5	1.6	3.2	3.9	4.1	3.9	5.2	6.3
50,000 & Over	1.1	1.6	.6	.7	.3	.4	.2	.2	.3	.6	.2	.5	.8
Median Income of Families	$14657.	$16313.	$15159.	$13824.	$11776.	$10930.	$10416.	$10667.	$11079.	$11551.	$11347.	$11511.	$12434.
TOTAL FAMILES	5056	14534	10701	9478	11392	10535	13668	8106	8190	5216	5213	25499	127590
Families on Pub. Assist/Below Pov.													
On public assistance	3.9	3.0	3.0	4.2	7.2	9.5	12.1	5.2	6.7	5.8	8.5	5.5	6.2
Below poverty level	5.5	3.4	3.2	4.2	6.5	8.3	9.8	5.8	7.5	5.0	7.8	4.5	5.8
Female head, Below pov.	1.8	1.5	1.5	2.3	2.5	3.0	4.7	2.2	3.7	2.0	3.3	2.0	2.5
Occupational Distribution (%) (Pop. 14 yrs. & older)													
Professional & Kindred	26.2	29.2	25.9	19.8	16.6	11.9	9.8	16.6	11.2	14.2	17.8	17.2	17.8
Farmers & Farm managers	.3	.1	.1	.2	.3	-	.1	.1	.2	.3	.1	-	.1
Managers except farm	13.9	16.6	14.0	11.9	6.7	7.0	5.3	9.8	7.9	9.6	9.1	9.7	10.1
Clerical & Kindred	18.1	17.9	18.3	20.8	16.6	16.4	16.2	22.1	18.7	20.0	18.2	23.4	19.3
Sales workers	8.2	9.3	9.8	10.1	7.0	6.7	5.0	9.6	5.9	7.3	7.4	7.9	7.9
Craftsmen, Foremen & Kindred	10.4	8.1	11.8	13.7	19.0	16.4	19.1	14.7	19.3	19.5	19.1	14.2	15.0
Operatives & Kindred	11.1	7.8	8.6	11.4	19.5	20.7	24.8	15.3	21.6	15.2	12.8	14.8	15.4
Service Includg. Priv. House	9.0	8.6	8.6	9.5	11.9	13.6	13.7	10.1	10.1	11.2	11.8	9.5	10.5
Farm-Labors & Foremen	.4	.1	-	.1	.4	.6	.3	.2	.3	.2	-	.1	.2
Labors-except Farm & Mine	2.1	2.4	3.2	2.5	4.1	6.7	5.8	3.6	4.9	2.7	3.7	2.8	3.7

1/ Spanish American population included in white.
2/ Some totals may not add to 100% due to rounding.

Source: U.S. Bureau of Census

POPULATION PROJECTIONS FOR NORTH VALLEY COMMUNITIES

Average Annual Growth Rate	Chatsworth	Northridge	Granada Hills	Sepulveda	Sylmar Lakeview Terrace	San Fernando Mission Hills
1970-1980 (%)	3.24	1.44	1.00	1.42	.87	.49
1970-1990 (%)	3.21	1.42	1.15	1.28	1.42	.87
Population (absolute numbers)						
1970	17,378	56,523	42,289	38,962	48,758	46,909
1975	20,002	59,349	44,023	42,702	49,977	46,065
1980	23,902	65,403	46,884	44,923	53,325	49,197
1985	28,396	68,673	50,916	47,439	58,658	53,477
1990	32,883	74,785	53,055	50,237	64,641	55,884

Average Annual Growth Rate	Pacoima-Arleta	Panorama City	Sun Valley	Sunland	Tujunga	Burbank	Total North Valley
1970-1980 (%)	.21	1.06	.18	1.05	1.09	.72	.88
1970-1990 (%)	.27	1.06	.14	1.34	1.32	.78	1.05
Population (absolute numbers)							
1970	58,991	27,814	35,400	17,362	20,912	89,319	501,617
1975	58,578	29,483	35,754	18,109	21,539	92,581	518,162
1980	60,277	30,986	36,004	19,304	23,263	96,012	549,480
1985	61,965	32,939	36,256	21,099	25,612	100,212	585,642
1990	62,274	34,388	36,438	22,745	27,201	104,530	619,061

Source: U.S. Bureau of Census and
Los Angeles City and Planning Department

Appendix 6

Questions and Issues
Developed by Cluster Study Groups

Appendix 6

LOS ANGELES MISSION COLLEGE

QUESTIONS AND ISSUES DEVELOPED BY CLUSTER STUDY GROUPS

During the first part of the Fall semester eleven cluster study groups composed of faculty and staff have been meeting to explore the various areas of College operations and their relations to the cluster organizational mode. At a weekend retreat, November 14-16, 1975, the reports of the study groups were reviewed and augmented. This document contains a summary of the study group reports and the additions made during the Weekend Retreat.

I. Administration

1. What are the constraints placed on the College by State and District rules and procedures?

2. How can conflicts between District policies and the College's ideas for innovative governance be resolved?

3. What segments of the College should be involved in a participatory process of policy development?

   a. What are the possible committees/councils in the policy development process?

4. What is the evaluation process for development and implementation of policy? The process of continued evaluation of the system was accepted by the group.

5. Should the present administrative structure of the clusters be continued?

   There was a definite lack of information on the actual present structure.

   a. What are the advantages and disadvantages of administrators as opposed to elected faculty in cluster administration?

6. How should cluster administrators be selected?

   a. Is there a process of recall or removal?

7. Should we have cluster assistants (exact title undecided)?

   a. How would they be selected?
   b. Would there be a process of recall or removal?
   c. What would be the term of office?
   d. What would be the level of responsibility?
   e. Whom would they represent?

8. Is there a need for lead instructors to represent subject areas?

   a. Do such positions conflict with cluster assistance?
   b. What size of subject area would be eligible?
   c. How would they be selected and for what term?
   d. Would there be compensation or released time?

9. What is the level of faculty participation in implementing college processes that can be expected without compensation or released time? Examples were given of time spent in making schedules, and comparisons were made with other colleges.

10. How can we have meaningful participation in the administrative process?

11. How will policies be implemented?

12. How can we have a more flattened administrative model?

13. Do we have a clear statement of philosophy?

II. Scheduling & Communication Patterns

1. Who determines the classes offered and at what point in this initial scheduling process should there be input by the teachers as to special, unique needs, preferences, requirements.

2. Teachers should be able to suggest times of classes. One class goes better in the day, another in the evening.

3. Care should be taken that course conflicts for a student in his major in a given semester should be avoided by appropriate scheduling.

4. Perhaps a special form could be designed so that instructors could note their specific room needs as to type, size, special equipment, etc.

5. Perhaps clusters, or the whole faculty, could have a general meeting devoted to the whole scheduling process and the importance of meeting deadlines so that the schedule would be ready for students when students start registering for classes.

6. A consensus of the study group was that there should be more meetings within clusters, and among disciplines, to encourage open communication. Possibly, instructors in related disciplines could get together and plan classes which would interrelate, and expand students' horizons within the discipline.

7. It was suggested that there could well be more interaction between administration and faculty.

8. It was recommended that in cluster meetings, faculty-administration meetings, and scheduling meetings the planned meeting approach be utilized, where there is an agenda and a time limitation for those speaking.

9. Should there be compensation for special assignments?

10. The community should be included in the communication patterns.

11. Perhaps there should be a committee on committees.

12. Communication has to be structured to make it happen.

III. Budget

1. How will budgetary needs be derived from individual subject areas within clusters? Who will be responsible for the mechanics of the solicitation and coordination of requests?

2. Will clusters have budgeted amounts allocated to them?

3. Who will determine the amounts? Will clusters have the freedom to allocate money to innovative projects, as well as typical requirements?

4. Who will adjudicate the distribution of monies within the cluster?

5. Who will be the budget expert within the cluster?

6. What about general education areas (English, history, math, etc.)? Will these subject areas submit separate or unified budget requests, since they exist in more than one cluster?

7. Who will set the budget priorities for each cluster?

8. Who will coordinate budget requests from the two (or more) clusters?

9. Will it be possible to set aside money for program development?

10. Will developing a budget along subject area lines work against the cluster concept?

11. How can faculty input be stimulated, developed, coordinated, and communicated?

12. How are priorities set for budget allocations for the subject areas within clusters?

13. Will there be discretionary funds available to the clusters?

IV. Instructional Services

1. What are the relationships between the clusters and instructional services?

2. What are the lines of communication and decision and implementation between clusters and instructional services? What is the route for the requests?

3. What are the advantages/disadvantages of the cluster and its relation to instructional services?

4. What areas of instructional services might be more effective if decentralized?

5. How can the relation between the cluster and the District purchasing office be facilitated?

V. Hiring and Evaluation

1. What are the constraints placed by the District and Affirmative Action policies?

2. What are the processes to determine objective criteria for hiring?

3. What are the objective criteria?

4. What weight should be given to the various criteria and how are those weights determined?

5. What is the process for evaluating and changing the criteria?

6. Should the College philosophy and goals be a part of the hiring process and how are the goals evaluated?

7. What are the procedures for assigning instructors to classes in the College? (This question may be more appropriate to the scheduling group.)

8. In the evaluation process for regular and probationary instructors, how is a person selected to represent the department chairman in the District processes? The group felt that wherever possible specific rules, regulations, and laws should be cited.

9. Should the community be included in the selection of instructors?

10. Should the criteria for evaluation for part-time instructors be identical with full-time instructors?

11. Should part-time instructors automatically be given the courtesy of an interview?

12. At what point should faculty be involved in the hiring of administrators?

VI. Faculty and Student Assignment and Transfer to Clusters

1. How are faculty to be placed in clusters? How selected?

2. For new and current disciplines, who determines what cluster is appropriate?

3. How should students be assigned to clusters?

4. What should the policy be towards assignment of faculty to a particular cluster? Of a student?

5. Should students/faculty be allowed to transfer/shift from cluster to cluster? What criteria and procedures?

6. Of what value is the cluster system? Should it be continued? How does it compare with other organizational structures?

7. How do we inform students about clusters before they arrive and after they are here?

8. What provisions need to be made for new clusters?

9. Should a new cluster consist of all new faculty or a combination of new faculty and faculty already at the College?

10. How can students be encouraged to enroll in the general education courses offered by their cluster? Will part-time and full-time students be assigned to clusters?

11. How can the cluster concept serve the specific educational needs of the cultural groups we are serving?

- An opening statement was that it was more important how the instructor was selected than to what cluster he was assigned.

- There seems to be a glaring weakness in the cluster concept. Most instructors do not know the mechanics. How does it work? How is it supposed to work? Could there be a communications gap?

- Logic should prevail. Students can be placed in clusters either by their programs, their majors, or by choice. Does it make any difference?

- It was agreed that General Education requirements should be equally distributed throughout the clusters.

- Prior to assignment to a cluster, input should be sought from faculty from that discipline as to whether the cluster is appropriate.

- It appears that administrators already have the answers for the major decisions. Only trivia is left for the faculty members to decide.

- Suggestions as to who goes where or what to do could be settled in one of the following forms:

  1. Form a committee for input.

  2. Designate one or two persons within each cluster for consultation.

  3. Have the deans, including the cluster deans, form a committee which would make the necessary decisions relieving the faculty of this responsibility. This group should be sensitive to the faculty/cluster needs.

- The decisions as to assignment or placement within each cluster should be made when the position is first opened, not at a later date.

- Student transfers should be left open as they very often change majors and should only be allowed after personally discussing alternatives with a counselor.

- Important things should be determined for the student with reference to clusters, letting the student decide on minor things. Administrators should act as facilitators with the prime responsibility delegated to the cluster deans.

The Cluster Concept

- What does it mean to the student? What effect would it have on the student? In case of difficulty, the student should consult a cluster counselor.

- The Committee felt that the advantages to the cluster concept come with its supportive services.

- With reference to classified, the cluster concept makes little difference because such persons are hired for a specific job, with the exception of special persons, such as the cluster secretaries. There are factions that cannot be fit into clusters.

- A plus for the cluster concept is that it is broadening--disciplines can exchange ideas. Departmentalization tends to be very narrow (but strong).

- Another strong po nt of the cluster concept is that a freer interrelationship between the student and the instructor is allowed. The departmental structure tends to discourage this. The group felt that, after all, the intent of the cluster concept was for the benefit of the student. The student should be able to cross interdisciplinary lines.

- Presently, there seems to be a lack of communication. However, disciplines should be able to work this out in time.

VII. Functions

1. What functions and services should the Learning Resources Center (LRC, include?

   a. All non-classroom instructional services.

   b. Some services functioning using Learning Resources personnel, some using cluster or discipline personnel.

Physical Facilities

2. Should LRC services operate in a central location or dispersed facilities?

   a. All services including specialized labs should be in a building in the center of the campus surrounded by instructor and counselor offices to permit certificated staff involvement as resource persons for programs; e.g. tutoring program, computer related instruction program, specialized labs, etc.

   b. Some services centralized and some satellite centers, e.g., specialized labs, some media materials and equipment kept with clusters or disciplines. etc.

3. How can we maintain cluster intimacy using a centralized Learning Mode? The importance of keeping open lines of communication and building into the system the means to this end was stressed by all.

4. How can faculty be motivated to be involved in the development of the Learning Resources Center? The relationship of faculty to the Learning Resources Center should be a direct one and not channelled through any administrators.

5. What are the conditions for the permanent loan of equipment?

6. What is the relation between the LRC and special laboratories?

7. What hours should the LRC be open?

Functions and Services Identified for Consideration

1. Library Services

   Book selection and acquisition; circulation of books and other library materials; reference and reserve materials; orientation; study center; and to-be-arranged hours.

2. Learning Center Services

   Non-print media materials - for adjunctive to classroom instruction use, to-be-arranged hours use, or as an entire course developed by an instructor or team of instructors

3. Audiovisual Services

4. Illustrator Services

5. Career Guidance Services

6. Skills Development Center Services

   To include diagnostic testing, variety of materials and methods for improvement in identified areas of deficiency, tutor assistance, and post testing

7. Tutoring program for courses or subject

   Tutor training course
   Verification of tutor by instructor in discipline
   Tutor accountability

8. Computer-assisted instruction

9. Typing and Calculating room

10. Multi-cultural Center

11. Consultation on purchase of media materials and equipment

12. Inservice training in optimum use of Learning Resources facilities and services. Use of district funded programs, such as Expanding Horizons, where possible

13. Instructional development services such as scripting, layout, photography for developing materials for class room or Learning Center use

14. To be responsive to expressed needs of faculty, students, and staff

VIII. Student Services

1. Are Student Services and Activities more accessible or in any way better able to serve students in the Cluster concept than in other organizational structures?

2. Where do support faculty fit into the cluster meetings?

3. Should Student Services and Activities be a part of the Cluster or separate? If not all, which ones?

4. How much authority over Student Services and Activities does the cluster dean have?

5. What type of student government structure should we have? Should it be closely aligned with the organizational structure of the cluster college and have each cluster organize its own government or should it be college wide? There are grounds for both--would more people turn out for small elections where they know some of the candidates, or would it follow the same course as in regular civic elections where the smaller the office, the fewer people turn out.

6. How will students be selected to represent the College in campus-wide activities, such as athletics, band, clubs, forensics, etc.?

7. How is the budget for co-curricular activities determined?

8. Coordination of counselors' duties in cluster and college-wide duties, such as recruiting, should be worked out.

9. How can we determine and establish relevance to specific community needs?

10. Should the work study program include job placement in community?

11. Should priority be given to a student union with food services?

IX. Community Services

1. Who has decision making power as to how cluster system is to work at Mission College? Who has decision making power over Community Services?

2. How do we best utilize faculty and student resources so that Community Services are most sensitive to the College Community and the community at large?

3. Where does Community Services belong in the structure of Mission College under the cluster system?

4. As college grows, should Community Services remain in a cluster or become part of Central Services?

5. As Children's Center grows, where will it go under the cluster system?

   Further questions:

   As Children's Center grows, should it remain with Community Services or become a separate entity in Central Services?

6. How do we get faculty and community input and feedback on Community Services? What should be the lines of communication?

   Further questions:

   How do we best gather this input? Personal contact? Suggestion Box? Through Cluster Dean? How can interested faculty be informed when planning is going on so as to best utilize them as a resource? How do we best reach teachers of Community Services classes, who are not part of the regular faculty? These people are in a unique position to evaluate what has happened in their classes that can be applied to future planning in Community Services.

7. What agencies within the community should be consulted in setting up the Community Services program?

8. Should industry be approached for the offering of in-house programs?

9. How do we establish criteria and create priorities for Community Services programs?

10. How do we identify the community that we serve?

11. Should there be an innovative program, a Mission Monthly Mind-stretching Program?

12. Should there be a full-time administrator for Community Services?

X. Textbooks, Supplies and Equipment

Textbooks

1. Some evening instructors are not using the book(s) ordered for the same day class but are using their own mimeographed notes. This means the book is in oversupply at the bookstore.

2. Concerning reductions in the number of texts ordered by a faculty member for his/her course, the bookstore manager feels such reductions should not be made before he and the faculty member have discussed the order.

3. Since texts should be used for at least two years, normally, some arrangement is necessary when ordering texts for instructors teaching several sections of the same course. Sometimes there is a problem when a new instructor is assigned to a different section of a course after one semester and wants to use a new textbook, resulting in too many of the former textbooks not being used.

4. Textbooks should be ordered according to the following schedule:

   For Spring November 1-28
   Summer May 3-28
   Fall May 3-June 15

5. Foreign textbooks can be ordered locally, on a retail basis, and be received as fast and economically as by ordering overseas through the bookstore.

6. What should policy be on textbooks selection, cancell ion, quantity to be ordered or returned?

7. What is the source of the policy for ordering textbooks and why should there not be greater flexibility?

Supplies

1. Could there be a supply cabinet in the faculty offices, or within each cluster, where stock items such as paper, letterhead paper, paper clips, etc., are available to the faculty members.

2. Could funds be set aside at the beginning of the semester for a discipline, such as Home Economics, so the instructor could purchase consumable items for instructional purposes. Receipts would be kept for full accounting. Any unused funds would be returned at the end of the semester.

3. There should be a time limit established for reimbursement for spending for instructional supplies, so that an instructor does not have to wait for six weeks to be reimbursed.

4. How can priority be given for the equipment and supplies of subject areas that cannot function without those supplies and equipment?

5. What security procedures should be established for the protection of equipment?

6. What system would allow us to know what materials are available, especially in the case of film rentals?

Equipment

1. Faculty members working in a laboratory should be apprised of general city regulations and requirements for storing supplies. Inflammable supplies and solvents should be stored in a locked metal cabinet. Acids and alkalis should be kept in a safe place.

2. Issues of concern in ordering equipment:

   a. Sufficient lead time should be taken into consideration when equipment is ordered by instructors.

   b. The faculty could be helped by a "flow-chart" and time schedule, from ordering to receiving equipment.

   c. A copy should be sent to the instructor when a request for equipment is sent from cluster dean to fiscal administrator.

   d. A copy of the Purchase Order should be sent to the cluster dean and instructor, when the P.O. has been sent to the District Office.

   e. There should be some system of checking back as to what has happened to the original request so that the originating instructor is kept aware of the developments.

   f. When equipment is received, the instructor should be able to inspect it before acceptance of the equipment is formalized.

3. Allotment of and control of budget procedures

   a. Should not the faculty and staff be made aware of the budget allocations for subject areas and equipment in those areas.

   b. If the faculty is aware of the budget allocations to the cluster level and disbursement to the various disciplines, they may plan their requirements within the available resources and also be accountable for the supplies and equipment within the budgetary resources.

   c. For specially funded programs, the originator of a proposal should be advised of purported planning for expenditures of those funds. When funds are acquired for special programs, the accountable person can make sure that the account has been met.

4. Could a system be set up to expedite payment of rent for rental films

5. Should there be a long-range planning committee set up for physical sciences to plan for facilities and the equipment that should be put into the facilities?

6. Sometimes good vendors and suppliers are selected by instructors, and the District Office then sends the order to another supplier who is not as efficient.

7. What can be done to make the District Office accountable for delays?

8. What are campus and District procedures for ordering equipment and supplies? How can these procedures be improved?

XI. Research and Evaluation

1. Research and evaluation of those systems which support instruction (e.g. purchasing procedures, custodial services, registration procedures):

   a. What portion should be done at the cluster level? Who should be responsible for synthesizing the results?

   b. What portion should be done at the college level? How would clusters or parts of clusters participate?

2. Research and evaluation on the power relations between faculty and administration (e.g. the ways in which policy is made, the ways in which activities are coordinated, the structure of the clusters and the college):

   a. What formal means (if any) will faculty and administration have for evaluating faculty/administration relations at the cluster level? What resources (time, staff and money) will be available for this?

   b. What formal means of evaluating faculty/administration relations at the college wide level (e.g. cross cluster coordination) should exist? What resources will be available for this?

   c. Can this kind of inquiry be conducted in a manner which is at the same time effective and reasonably unobtrusive?

3. Research and evaluation on the quality of sensitivity and responsiveness to student needs (e.g. instructional programs, counseling, outreach planning, community services):

   a. How can a program which encourages faculty to help one another through the exchange of ideas and experiences be developed so that evaluation is seen as a positive constructive process?

b. How readily can the District plan for personnel evaluation be adapted to a cluster college?

c. What is the fitting role of relative and absolute standards when examining personnel, programs, systems, and clusters? How will criteria be established and modified?

d. How can we establish and develop recruitment programs to reach the broadest areas of educational need?

e. How might useful information on student outcomes be gathered (e.g. surveys of "non-continuing" students)?

f. How can this kind of research and evaluation be meaningful, more than just perfunctory exchanges of "valentines?"

4. Research and evaluation on the adequacy of the overall cluster structure:

a. How can the performance of an existing structure be meaningfully compared to other alternative structures?

b. How can the results of evaluation initiate appropriate change?

c. How do we research for long-range planning?

Appendix 7

Administrative Salary Costs at
LACCD Colleges and 5 California Community Colleges

Appendix 7

Administrative Salary Costs at LACCD Colleges and 5 California Community Colleges

In this appendix are generated the salary expense numbers which appear in Tables 14 and 15 of the text of this report. The process started with a detailed table of organization for each college. The various positions were listed as they appeared, using the rules listed on the page titled "conventions." With each position was associated an annual salary taken from LACCD Salary schedules (see page titled LACCD Salary Information). The LACCD salaries were applied to all schools, so that administrative costs due merely to differences in district salary schedules would be eliminated. Finally, the list of salaries was totaled to achieve a total annual administrative salary cost for each school.

Conventions

1. Don't show library staff below Coordinator of Learning Resources Center
2. Don't show Admissions & Records staff below head clerk
3. Don't show Placement staff, or counselors, except head counselor
4. Only Head of Buildings/Grounds staff shown
5. Only Head of Food Services staff shown
6. Only Head of Fiscal staff shown
7. Only Head of Campus Security shown
8. Children Center staff not shown
9. Don't show special staff for handicapped
10. Don't show Duplicating staff

CYPRESS COLLEGE

President	$ 38,550
Dean, Instruction	32,625
Assistant Dean, Instruction	29,219
Assistant Dean, Instruction	29,219
8 Division Chairmen	107,312
Head Librarian	19,776
Dean, Business	32,625
Bursar	21,794
Manager, Food Services	13,959
Facilities Manager	21,794
Director, Community Services	19,776
Public Information Officer	14,838
Dean, Student Personnel	32,625
Assistant Dean, Admissions & Records	29,219
Coordinator, Financial Aids	16,480
Director,	16,480
Assistant Dean, Student Activities	29,219
Director, Operation Wheels	16,480
Nurse	15,330
Director, Career Planning	19,776
Director, Athletics	15,330
Supervising Counselor	19,776
8 House Advisors (1/5 release time = 3,641)	29,128
Coordinator, Adult Education	19,776
Coordinator, Research	19,776
	$ 660,872
plus advisors	

EVERGREEN COLLEGE

President	$ 38,550
2 Deans	65,250
6 - 1/5 release time instructors (6x4,216)*	25,296
2 Administrative Assistants (14,000)e	28,000
Public Information Officer	14,838
Voc-Tech. Coordinator	19,776
Continuing Ed./ Community Services Coordinator	19,776
Managerial Services	12,794
Director of Innovation	29,219
Learning Resources Coordinator	19,776
Counselor	19,776
Media Specialist	19,776
Student Activities	19,776
	$ 341,603
Captain of Safety	20,084
	$ 361,687

* 4,216 = 1,150 + (.2 x 15,330)
e = estimate

INDIAN VALLEY COLLEGES

President	$ 38,550
[illegible]inator, Student Services	19,776
Coordinator, Continuing Education	19,776
Coordinator, Res.	19,776
Public Information Officer	14,838
Business Manager	25,000[e]
Supervisor of Chairmen	26,426
1 College Coordinators	40,422
	$ 204,564

e - estimate

LOS MEDANOS COLLEGE

President	$ 38,550
Dean	32,625
Dean	32,625
Dean	32,625
Dean	32,625
Director, Learning Resources	19,776
Director, Prof. Dev. Fac.	29,219
Business Services Officer	21,794
Director, Admissions & Records	19,776
Student Activities Officer	16,480
Associate Director, Athletics	16,480
Head Counselor	16,480
Financial Aids Officer	19,776
Nurse	15,330
	$ 344,161

SAN JOAQUIN DELTA COLLEGE

President/Superintendent	$ 38,550
Assistant for Community Relations	14,838
Executive Assistant	32,625
Assistant Superintendent, Business	34,000 e
Assistant Superintendent, Vice President	34,000 e
Dean of Instruction	32,625
Assistant Dean, Evening	29,219
Associate Dean, Evening	29,219
Associate Dean, Voc. Ed.	29,219
12 Division Chairpersons (1/2 release time)	97,008
Dean of Student Services	32,625
5 Center Chairpersons (1/2 release time)	40,422
Chief Clerk	12,580
Nurse	15,330
Division Chairperson, Athletics	8,084
Dean of Supporting Services	32,625
Assistant Dean, Research	29,219
Instructional	19,776
Food Services Manager	13,959
Director of Maintenance	26,426
Captain of Security	20,084
	$ 622,433

e = estimate

ADMINISTRATIVE SALARY COST

EAST LOS ANGELES COLLEGE

President	$ 38,550
Assistant to President (TCI)(D)	19,776
Spl. Assistant to President (Dean)	32,625
Communications Officer	14,838
Dean of Instruction	32,625
Assistant Dean	29,219
Coord. (D) Instructional Services	19,776
Assistant Dean, Evening Division	29,219
Coordinator (D)	19,776
17 Department Chairmen	123,199
Coordinator, Life Science	16,480
Coordinator, Occupational Education (D)	19,776
Counselor (D)	19,776
Coordinator, Cooperative Education (D)	19,776
TCI, (D)	19,776
Coordinator (D), Library	19,776
Instructor, LRC	15,330
Instructor (D), Instr. Med. Ctr.	18,396
Dean, College Development	32,625
TCI, (D), Upward Bound	19,776
Coordinator (D), Community Services	19,776
Coordinator Instr., Title III (D)	19,776
Coordinator (D), Spl. Funded Press	19,776
Coordinator, R & D (D)	19,776
Assistant Dean, Student Personnel	29,219
Assistant Dean, Admission/Guidance	29,219
Head Counselor	16,480
Principle Clerk	12,580
TCI, (D) Veterans	19,776
Director, Veterans (Assumed Coord. (D)	19,776
TCI, (D) Veterans	19,776
TCI	16,480
Coordinator	16,480
Coordinator (D), Financial Aids	19,776
Department Chairman, Athletics	7,247
Physician	21,220
Nurse	15,330
Dean, Educational Services	32,625
Bldg./Grounds Administrator	26,426
Coordinator (D)	19,776
Captain of Safety	20,084
Fiscal Administrator	21,794
Cafeteria Manager	13,959
	$1,013,217

LOS ANGELES CITY COLLEGE

President	$ 38,550
Assistant to President (Instr. Spl. Assign.)	15,330
Dean of Instruction	32,625
Assistant Dean, Community Services	29,219
Instr. (SFP), (D), Upward Bound	18,396
Coordinator, Community Services (D)	19,776
Assistant Dean, Instr. Resources	29,219
Coordinator, Instruction	16,480
Coordinator (D), Career Ed./Outreach	19,776
Coordinator (D), Cooperative Education	19,776
Assistant Dean, Instruction	29,219
Assistant Dean, Instruction	29,219
Department Chairmen (honorary)	
Dean, Student Personnel	32,625
Assistant Dean, Admissions	29,219
Counselor, Admissions	16,480
Coordinator (D), Admissions	19,776
Principle Clerk	12,580
Assistant Dean, Student Activities	29,219
Coordinator, Student Activities	16,480
Coordinator (D), Student Activities	19,776
Assistant Dean, Student Services	29,219
Examining Physician	32,625
Nurse	15,330
One-half time, Physician	10,610
Counselor (Vet.)	16,480
Coordinator (D) (Vet.)	19,776
Coordinator (D)	19,776
Director, Career Center (Counselor)	16,480
One-half - Athletic Director (Instructor)	7,665
Dean, College Development	32,625
Coordinator (D), Proposals and Projects	19,776
Communication Officer	14,838
Coordinator (D), Financial Aids	19,776
Coordinator (D), R & D	19,776
Instr. (Spl. Assign.) Sports/Alumni	15,330
Dean, Educational Services	32,625
Cafeteria Manager	13,959
Bldg./Grounds Administrator	26,426
Captian of Safety	20,084
Assistant Dean	29,219
Principle Clerk	12,580
College Fiscal Administrator	21,794
24 Department Heads, @ 7,282	174,768
	$1,095,277

LOS ANGELES HARBOR COLLEGE

President	$ 38,550
Dean of Instruction	32,625
Coordinator (D), Library	19,776
Coordinator (D), Nursing	19,776
Assistant Dean, Evening Division	29,219
Coordinator (D), Community Services	19,776
Coordinator (D), Vocational Education	19,776
Coordinator (D), Cooperative Education	19,776
Assistant Dean, Instruction	29,219
10 Division Chairmen	72,470
Dean, Student Personnel	32,625
Assistant Dean, Student Activities	29,219
Coordinator (D), Student Activities	19,776
Assistant Dean, Admissions/Guidance	29,219
Coordinator (D), Admissions	19,776
One-half time, Physician	10,610
Nurse	15,330
Assistant Dean, College Development	29,219
Coordinator (D), EOP	19,776
Coordinator (D), Financial Aids	19,776
Dean, Educational Services	32,625
Cafeteria Manager	13,959
Fiscal Administrator	21,794
Coordinator (D)	19,776
Captain of Safety	20,084
Bldg./Grounds Administrator	26,426
	$ 660,953

LOS ANGELES MISSION COLLEGE

President	$ 38,550
Dean	32,625
Captain of Safety	20,084
Public Information Officer	14,838
Assistant Dean, College Development	(29,219)
Assistant Dean, Educational Services	29,219
Principle Clerk	12,580
Bldg./Grounds Administrator	26,426
Fiscal Administrator	21,794
(Cafeteria Manager)	(13,959)
Coordinator, Instruction	19,776
Assistant Dean, Instructional Services	29,219
(Coordinator, Community Services or Outreach)	(19,776)
Assistant Dean, Student Services	29,219
(Coordinator, Financial Aids (EOPS)	(19,776)
(Coordinator, Vets.)	(19,776)
Nurse	15,330
Coordinator, Learning Resources	19,776
Coordinator, Vocational Education	19,776
Coordinator, Student Activities	19,776
(Coordinator, Miscellaneous)	(19,776)
(Coordinator, Miscellaneous)	(19,776)
(One-half time, Physician)	(10,110)
(6, 4/5 release time cluster chairpersons (@ 13,474)	(80,844)
Present	348,988
At maturity	(582,000)

LOS ANGELES PIERCE COLLEGE

President	$ 38,550
Communications Officer	14,838
Dean, College Development	32,625
Instructor, Res. Assistant	15,330
Dean, Instruction	32,625
23 Department Chairmen	166,681
Assistant Dean, Instruction	29,219
Coordinator (D), Cooperative Education	19,776
Coordinator (D), Cooperative Education	19,776
Coordinator, Occupational Education	19,776
Assistant Dean, Instruction	29,219
Coordinator (D), Learning Center	19,776
Coordinator (D), Library	19,776
Assistant Dean, Instruction	29,219
Assistant Dean, Community Services	29,219
Dean, Student Personnel	32,625
Nurse	15,330
One-half time, Physician	10,610
Captain of Safety	20,084
Assistant Dean, Student Activities	29,219
Instructor (Athletic Director)	15,330
Coordinator (D), Financial Aids	19,776
Assistant Dean, Admissions/Records	29,219
Counselor (D)	19,776
Coordinator, Admissions/Records	16,480
Principle Clerk	12,580
Dean, Educational Services	32,625
Coordinator (D), Educational Services	19,776
Cafeteria Manager	13,959
Fiscal Administrator	21,794
Bldg./Grounds Administrator	26,426
	$ 852,014

LOS ANGELES SOUTHWEST COLLEGE

President	$ 38,550
Communications Officer	14,838
Administrative Assistant (Instr., Spl. Assign.)	15,330
Assistant Dean, College Development	29,219
Coordinator (D), Res.	19,776
Captain of Safety	20,084
Dean, Instruction	32,625
Coordinator (D), Career Ed.	19,776
Assistant Dean, Evening	29,219
Assistant Dean	29,219
4 Coordinators	65,920
Instructor, Learning Center	15,330
Coordinator (SFP) (D), Nursing	19,776
Coordinator (D), Library	19,776
Dean, Student Personnel	32,625
Counselor (D), Financial Aids	19,776
Coordinator (D), Counseling	19,776
Assistant Dean, Student Personnel Services	29,219
Nurse	15,330
Instructor Admin. (D) EOPS	19,776
Counselor (SFP), Vets.	16,480
TCI (D), Upward Bound	19,776
Coordinator, Community Services	16,480
Dean, Educational Services	32,625
Fiscal Administrator	21,794
Coordinator (D)	19,776
Bldg./Grounds Administrator	26,426
Cafeteria Manager	13,959
	$ 673,256

LOS ANGELES TRADE-TECHNICAL COLLEGE

President	$ 38,550
Communications Officer	14,838
Dean of Instruction	32,625
Assistant Dean	29,219
Coordinator (D), Instructional Services	19,776
Coordinator, Educational Development	16,480
Dean, Evening Division	32,625
Assistant Dean	29,219
Coordinator (D), Trade/Tech	19,776
Coordinator, Aircraft	16,480
Coordinator, Apprenticeship	16,480
Dean, Student Personnel	32,625
Assistant Dean, Students	29,219
One-half time, Physician	10,610
Assistant Dean, Admissions/Records	29,219
Coordinator (D), Veterans	19,776
Counselor (SFP), Veterans	16,480
Counselor (D), High School	19,776
Coordinator (D), Registration	19,776
Nurse	15,330
Counselor (D), Research	19,776
Coordinator (D), Evening Registration	19,776
Counselor (D), Day	19,776
Counselor (D), Evening	19,776
Dean, Educational Services	32,625
Bldg./Grounds Administrator	26,426
Fiscal Administrator	21,794
Assistant Dean	29,219
Coordinator, Research	16,480
Captain, Safety	20,084
7 Coordinator (D) (Head Depts.)	138,432
6 Coordinator (Head Depts.)	98,880
4 Department Chairmen (Head Depts.)	28,988
1 Spl. Coordinator (Head Depts.)	16,480
1 Instructor, Spl. Assign. (Head Depts.)	15,330
	$ 982,721

LOS ANGELES VALLEY COLLEGE

President	$ 38,550
Communications Officer	14,838
Dean, Educational Development	32,625
Assistant Dean, Educational Development	29,219
Coordinator, Research	16,480
Coordinator (D), Outreach	19,776
Counselor, Outreach	16,480
Dean, Instruction	32,625
Assistant Dean, Vocational Education	29,219
Coordinator (D), Cooperative Education	19,776
Assistant Dean, Instruction	29,219
Assistant Dean, Evening	29,219
23 Department Chairmen	166,681
2 Coordinators (D)	39,552
Coordinator, (Instructional Support)	16,480
Coordinator (D), Library	19,776
Dean, Admissions & Guidance	32,625
Assistant Dean	29,219
Coordinator (D), Admissions & Records	19,776
Principle Clerk	12,580
Examining Physician	32,625
Nurse	15,330
Coordinator (D), Veterans	19,776
Counselor (SFD), Veterans	16,480
Dean, Student/Community Services	32,625
Coordinator (D), Financial Aids	19,776
Assistant Dean, Community Services	29,219
Coordinator (SFD), Educational Opportunity Program	16,480
2 Coordinators (D), Student Activities	39,552
Dean, Educational Services	32,625
Bldg./Grounds Administrator	26,426
Captain, College Safety	20,084
Cafeteria Manager	13,959
Coordinator (D), Educational Services	19,776
Fiscal Administrator	21,794
	$1,001,242

WEST LOS ANGELES COLLEGE

President	$ 38,550
Coordinator (D), Community Services	19,776
Communications Officer	14,838
Instructor (D), Res.	18,396
Assistant Dean, Educational Services	29,219
Fiscal Administrator	21,794
Dean, Instruction	32,625
Assistant Dean, Outreach	29,219
Assistant Dean	29,219
Coordinator (D), Library	19,776
Coordinator (D), Basic Skills	19,776
Coordinator (D), Instruction	19,776
5 Department Chairmen	36,235
Coordinator (D), Career Education	19,776
Coordinator (D), Instr. Center	19,776
Dean, Student Personnel Services	32,625
Coordinator (D), Veterans	19,776
Coordinator (D), Student Personnel	19,776
Instructor, Athletic Director	15,330
Assistant Dean, College Services	29,219
Coordinator (D), Financial Aids	19,776
Coordinator (D), Admissions	19,776
Counselor (D), Counseling	19,776
Nurse	15,330
Dean, Educational Services	32,625
Captain, Safety	20,084
Bldg./Grounds Administrator	26,426
Cafeteria Manager	13,959
	$ 653,229

LOS ANGELES COMMUNITY COLLEGE DISTRICT

SALARY INFORMATION 1/

POSITION	SALARY/PAY PERIOD $	BASIS 2/	ANNUAL SALARY $
President	2,954	A	38,550
Dean	2,500	A	32,625
Assistant Dean	2,239	A	29,219
Coordinator, Occupational Education	2,239	A	29,219
Coordinator, Professional Development	2,239	A	29,219
Department Chairman 3/	1,533 + 115	C	1,150 + 6,132 = 7,282 5/
Division Chairman 4/	1,533 + 115	C	1,150 + 12,264 = 13,414
Nurse (CB)	1,533 + 115	C	15,330
Librarian	1,533	C	15,330
Temporary Consulting Instructor (C)	1,533 + 115	C	16,480
Temporary Consulting Instructor (D)	1,533 + 115	D	19,776
Communications Officer	1,137	A	14,838
Counselor (C)	1,533 + 115	C	16,480
Counselor (D)	1,533 + 115	D	19,776
Physician	2,122	C	21,220
Physician, Examining	2,500	A	32,625
Coordinating Instructor	1,533 + 115	C	16,480
Coordinating Instructor	1,533 + 115	D	19,776
Instructor	1,533	C	15,330
Instructor	1,533	D	18,396
Principle Clerk	964	A	12,580
Bldg./Grounds Administrator	2,025	A	26,426
Captain of Safety	1,539	A	20,084
Fiscal Administrator	1,670	A	21,794
Manager, Cafeteria	1,269	E	13,959
Instructor-Advisor	1,533 + 115	C	16,480
Instructor-Advisor	1,533 + 115	D	19,776
Cluster Head, (4/5 Release)	1,533 + 115	C	1,150 + 12,264 = 13,414

1/ Conventions: Salary taken at 4th Step, or 4th Step, 4th row (6-7 years experience) on salary schedules.

2/ A basis = 13.05 pay period/year, B = 10.85 periods/year, C = 10 periods/year, D = 12 periods/year, E = 11 periods/year.

3/ Department Chairman assumed 2/5 release time for administrative duties.

4/ Division Chairman assumed 4/5 release time for administrative duties.

5/ This is the whole increment (10 x 115) plus 2/5 of instructional salary.

6/ This is the whole increment (10 x 115) plus 4/5 of instructional salary.

Source: Salary Schedules LACCD, August 1, 1975

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